LANGUAGE FOR MEANING

Communicating Ideas

McKEE • McCOWEN

STATE OF KANSAS

135

LANGUAGE FOR MEANING

ED109

Communicating Ideas

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Malvern

UNIT ONE
Discussions

CHAPTER ONE

Talking Together

1. Rules for Discussions

To read and think over

One day Jack and some of his friends were playing soft ball near the school building. The ball, thrown too high to first base, went through a window.

"There goes a window!" shouted Jack. "We're in for it now!"

"It's Dorothy's fault," said Sue. "She should have caught the ball."

"It was Dick's fault," argued Bill. "He threw the ball over Dorothy's head."

"Oh, we're all to blame," said Janet. "We shouldn't have been playing so near the building."

"It wasn't our fault at all," said Dick. "The janitor should have put a screen on that window long ago."

"All this arguing about whose fault it was won't help us any," said Dorothy. "The question is — what shall we do about the window?"

"Let's ask Miss Parker," said Don. "She'll tell us what to do about it."

But when the boys and girls spoke to Miss Parker, their teacher, she didn't answer the question for them.

"Isn't it your job to find the best answer to your question?" she asked. "Why don't you discuss the problem and decide what to do? I'll help you if you wish."

Often your class will need to carry on a discussion. At times they may have to decide what should be done about a certain matter. At other times they may wish to plan a party or a program. Very often they will need to discuss questions about topics they are studying in social studies, science, arithmetic, and other subjects.

What problems or questions should your class discuss now? What problems or questions may they need to discuss soon?

To read and remember

The following rules will help you carry on a successful discussion:

1. Take an active part in the discussion by telling your ideas, by giving useful information, and by asking questions which you think should be answered.
2. Keep to the topic of the discussion. Do not talk about topics that have nothing to do with the problem or the question which is being discussed.
3. Do not talk too long at a time.
4. Help others to take part by suggesting that they give their ideas or by asking them to answer any questions which you think they can answer well.
5. If someone says something you do not understand, ask him courteously to explain what he means.
6. Listen carefully to what is being said. What others say will suggest ideas to you and will help you to decide what information to give or what questions to ask.

Talking together

Help your class decide upon answers to the following questions:

1. What do you think Jack and his friends should have decided to do about the broken window?
2. What problems or questions has your class discussed lately? What problems or questions have you discussed with people outside of school?
3. What questions or problems may your class need to discuss before long?
4. Why is each of the six rules for discussion important? What rules would you add to the list?

Working together

Without looking at the rules that you have just studied, help make a list of rules for discussions. When you think of a rule that has not been given, put it into a good sentence to be written on the board.

Help the class compare their list of rules with the list in the book and improve it if possible.

Making a record

Near the top and center of a clean sheet of paper copy this title: *Rules for Discussions.*

Under the title copy the list of rules that is on the blackboard. Be sure to use capital letters and punctuation marks where they belong.

The class should choose a paper that is neat and correct to place on the classroom bulletin board.

2. Keeping to the Problem or Question

To read and think over

Too often in a discussion someone says something that has nothing to do with the problem or the question which is being discussed. When this happens, the others in the group are usually not interested in what is said. Such a remark is just a waste of time for a group that is trying to solve a problem or to answer a question quickly and correctly.

In the following discussion what is said that has nothing to do with answering the question?

How do forests prevent floods?

JERRY: Forests help to prevent floods. The trees use a large amount of water. The leaves that fall help too.
CAROL: How do the leaves help?
SAM: They make a carpet that holds the water in the ground.
DOROTHY: There was a terrible flood in Kentucky last spring. I heard about it over the radio. Did any of you hear that program?
KAREN: The brush, grass, and vines in the forests help to prevent floods. They keep the water in the ground. Then it can't run down into the valleys.
TOM: My uncle lives in the Tennessee Valley. I visited there for a week last summer.

Talking together

Help your class decide upon answers to these questions:

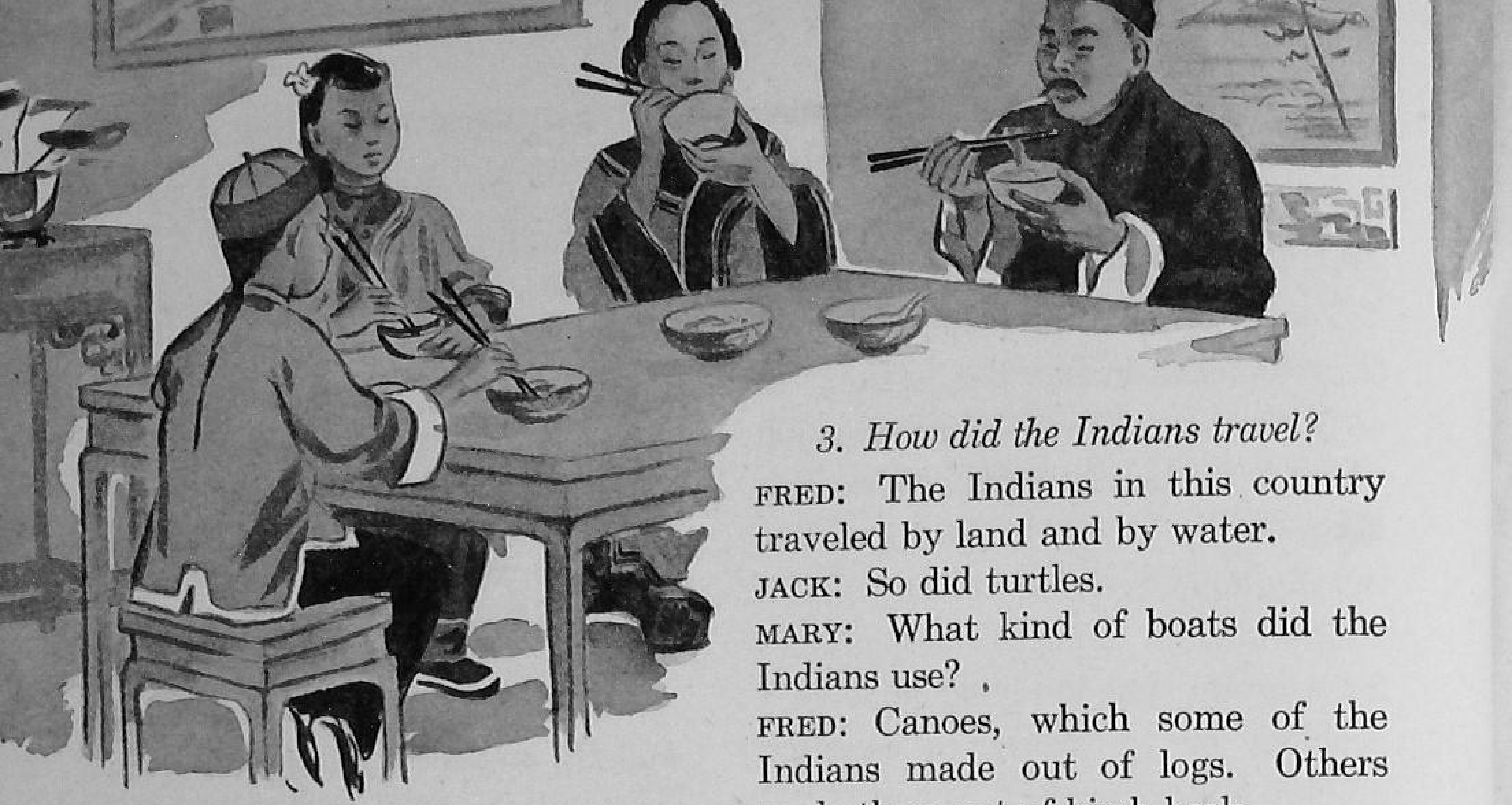
1. In the discussion what was said that did not help to answer the question?
2. In any discussion why should you keep to the topic that is being discussed?

To read and do by yourself

In each of the following discussions find the statements or questions that have nothing to do with the topic of the discussion:

1. How do birds help us?

BILL: Birds eat many insects that destroy crops, plants, and trees.
SAM: Some of the large birds kill rats and rabbits.
BETTY: How does that help us?
DAVID: Rats carry diseases. Rabbits destroy crops.
TOM: I read that cats are the worst enemy that birds have.
BESS: I don't care! I like cats. I have a pet cat.
SUE: Daddy says that birds eat the seeds of some weeds that we want killed.
MISS PARKER: Dorothy, this morning you told me of another way that birds help us.
DOROTHY: I think they help to cheer us up. I like to hear them sing in the morning.



2. *What are chopsticks and how are they used?*

DICK: Most of the people in China use chopsticks.

JOE: What are chopsticks?

DICK: They are tools to use in eating. The Chinese use them instead of knives and forks.

MISS PARKER: How do they cut meat with chopsticks?

JOAN: They don't. Each kind of food is cut into small pieces before it is brought to the table.

FRED: We have carved wooden spoons like those that the Norwegians use at a wedding supper.

KAREN: I don't see how the Chinese can eat soup with chopsticks.

DICK: They can't. A chopstick is a long straight stick about as big around as a pencil.

JACK: Isn't an axe handle a chopstick?

3. *How did the Indians travel?*

FRED: The Indians in this country traveled by land and by water.

JACK: So did turtles.

MARY: What kind of boats did the Indians use?

FRED: Canoes, which some of the Indians made out of logs. Others made them out of birch bark.

JIM: The Indians held great celebrations on their holidays. I have pictures of some of the celebrations.

MISS PARKER: Did the Indians always ride horses when they traveled by land?

JOAN: No, they didn't. They often traveled on foot.

BEN: The Indians never saw a horse until the Spaniards brought horses to this part of the world.

On a paper write the numbers 1, 2, and 3 to stand for the three parts of discussions you just read.

After each number write the name of each person who told or asked something that did not belong in the discussion having that number.

Check your paper as your teacher reads the correct names aloud. If you made a mistake in listing the

names, and if you do not understand why it is a mistake, ask to have it explained.

3. Making a Summary

To read and think over

In solving the problem of the following discussion, what important points were made? What answer was decided upon?

TOM: These are the bulbs that Miss Parker gave us and that we agreed to take care of. They were not kept in water, and they were not protected from freezing. Now they're dead. What shall we do about getting new bulbs? Shall we ask Miss Parker to buy them or shall the class buy them?
JIM: Certainly we shouldn't ask Miss Parker to buy them. It's not her fault that the bulbs died.
SEVERAL TOGETHER: That's right!
CAROL: Who were supposed to take care of them?
JANET: We chose Mary and Joe to do that.
MARY: I forgot all about the bulbs. I'm sorry. I'll try to earn enough money to buy new ones.
JOE: I forgot too. I'll help Mary pay for them.
KAREN: Aren't all of us partly to blame? We might have helped Mary and Joe to remember about the bulbs.
DICK: I think we are. Let's divide the cost of new bulbs among all of us.
SAM: That's a good idea. We needn't ask our parents for money, either. We can earn the money we need or we can save it out of our allowances.
JOE: But the fault was mine and Mary's. I still think Mary and I should pay for the bulbs.
TOM: Those who think the whole class should buy the new bulbs with our own money, please raise your hands.

All the boys and girls, except Mary and Joe, raised their hands.

Because the boys and girls needed to understand and remember clearly the important things that had been said and done in the discussion, Miss Parker asked Sam and Betty each to give a summary of it. She explained that in a few sentences a summary should do the following:

1. Tell what the problem is.
2. Give the most important suggestions, proposals, and plans that were offered in trying to solve the problem.
3. Tell what answer was decided upon.

Here is Sam's summary. Is it a good one? Why or why not?

Joe said he forgot to take care of the bulbs. So did Mary. Tom asked how we should get new bulbs. The class thought Miss Parker should not buy them. We decided that the class should buy them and that every member should help pay for them.

Below is Betty's summary. Is it better than Sam's? Why or why not?

We discussed how to get new bulbs to take the place of those we let die. We agreed that Miss Parker should not get them because it was not her fault that the old bulbs died. Joe and Mary wanted to buy them because they had not taken care of them as they were supposed to do. We decided that the whole class should share the expense of buying the new bulbs, because all of us were careless with the ones we planted. We are to earn the money we need or to take it out of our allowances.

Talking together

1. What three things should a summary of a discussion do?
2. Which one of these things does the first sentence in Betty's summary do? Which ones do the last two sentences do?
3. Which of the two summaries is the better? Why?
4. Why should your class sometimes make summaries of their discussions?
5. For what reason might a summary of a discussion need to be written?

To do by yourself

After you have read the following discussion, decide how to make a summary of it.

MISS PARKER: I have a problem for the class to discuss.

Three boys, Dick, Frank, and Jack, are in the same school. One day Dick sees Frank take a fountain pen from the pocket of Jack's sweater in the coat room. What should Dick do?

TOM: He should tell Jack that Frank stole his pen. Then he should help Jack make Frank give it back.

BESS: It isn't Dick's business to look after Jack's pen. Jack shouldn't be so careless. He knows things are stolen from coat rooms. Dick shouldn't do anything.

JOHN: I think it is everybody's business to help stop stealing. Dick should tell somebody.

EDITH: Can Dick be sure that Frank stole the pen? Maybe Jack told him to take it.

JERRY: Jack will ask about his lost pen if Frank stole it.

HELEN: If Jack knows that his pen was stolen, I think he ought to tell the principal about it. The principal can find out all the facts and settle the matter quietly.

SEVERAL: That's right.

MISS PARKER: I think we can all agree that Helen's suggestion is a good one to follow.

Writing a summary

Write a summary of the discussion you have just read. If you are asked to do so, read your summary aloud. If any mistakes are pointed out, correct them.

4. Good Manners in Discussions

To read and think over

What answer would you give to each of these questions about taking part in a discussion?

1. What should you say in beginning to tell someone that you do not agree with something he has said?
2. What should you do when another person and you begin to talk at the same time?
3. Should you ever interrupt someone who is talking?

In which of the paragraphs below can you find answers to each of the three questions above?

1. When two boys or two girls begin to talk at the same time, they should stop and decide which one should finish what he started to say.
2. Do not interrupt someone who is talking unless it is necessary to do so.
3. When you interrupt someone, do it politely. For example, you might say: "Excuse me, Miss Parker. The lunch bell has just rung," or, "Pardon me, Sam. Sally has just brought the book you want to show us."
4. When a girl and a boy begin to talk at the same time, the boy should stop and allow the girl to finish what she started to say.
5. When a boy or a girl and an older person begin to talk at the same time, the boy or the girl should stop and allow the older person to finish what he started to say.
6. When you tell another person that you disagree with him, do it politely. For example, you might say: "Pardon me, Betty. Are you sure that what you said is right?" Then explain why you think the statement may not be right.

Talking together

Help your class decide upon the correct answer for each of the three questions at the beginning of this lesson.

Working together

Take your turn telling what you would say in disagreeing with one or more of these statements:

1. Carol said, "Benjamin Franklin lived at Mt. Vernon before he became our first president."
2. Joe said, "The Mississippi River flows from Minnesota to Florida."
3. Mary said, "Most of the large cattle ranches in the United States are found in Pennsylvania and Ohio."

Help choose boys and girls to show what each person of the following pairs should do when both begin to talk at the same time in a discussion:

(a) two boys
(b) two girls
(c) a boy and a girl
(d) a boy or a girl and an older person

To begin your part, use one of the following sentences, or make up one of your own.

1. Did the Wright brothers invent the airplane?
2. You can travel much faster by airplane than by train.
3. It costs more to travel by train than by bus.

With the help of your class choose boys and girls to show how an interruption should be made in the following situations:

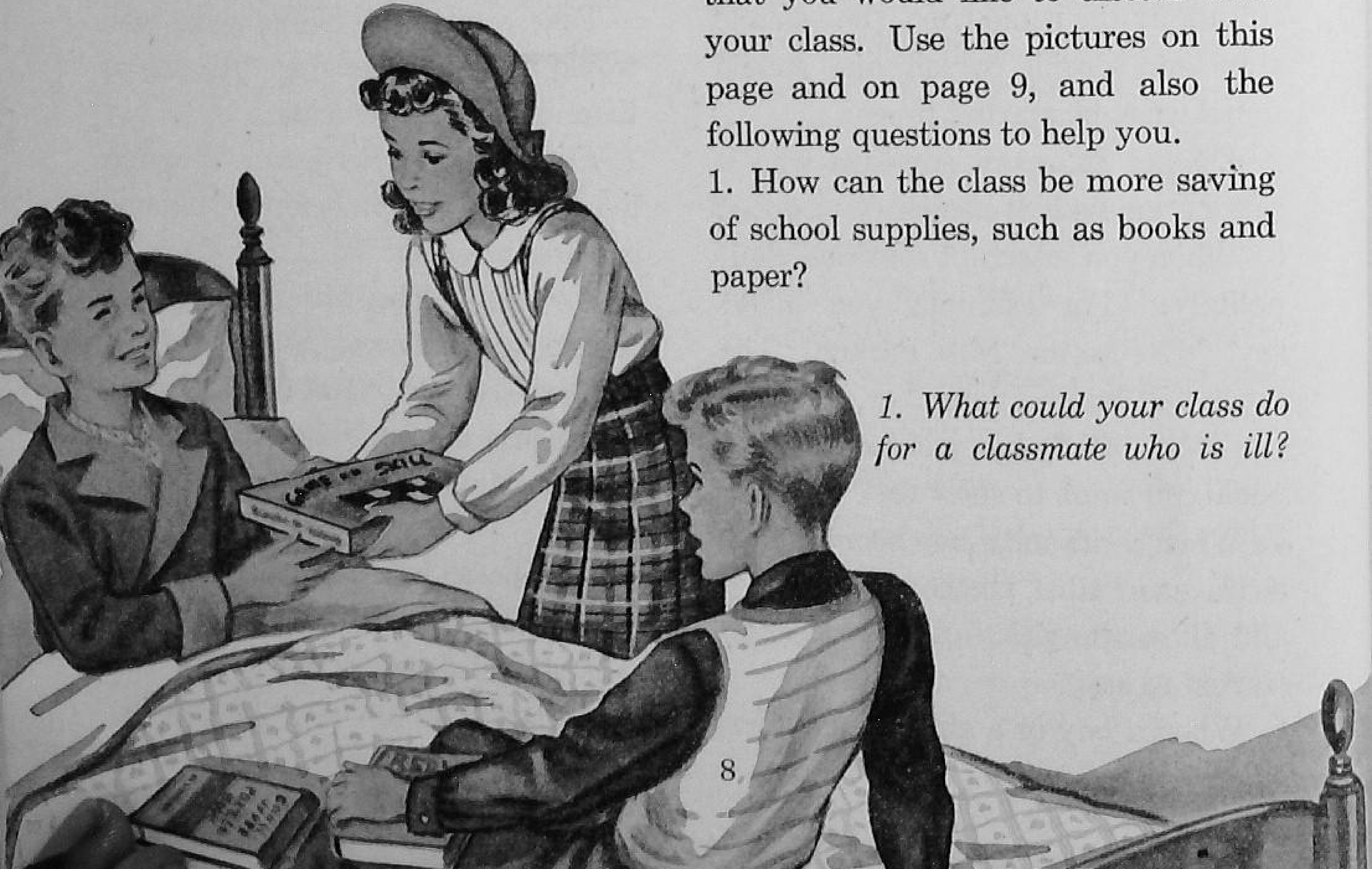
1. Jack is telling the class about airplanes. Sue interrupts to ask him to show the pictures that he has.
2. Dorothy is telling the class about a collection she had made. Bill interrupts to tell her that it is time to go to their music class.
3. The class has only fifteen minutes to discuss plans for visiting a factory. Joe begins telling about an accident he saw on the way to school. Tom interrupts him.

5. Using What You Have Learned

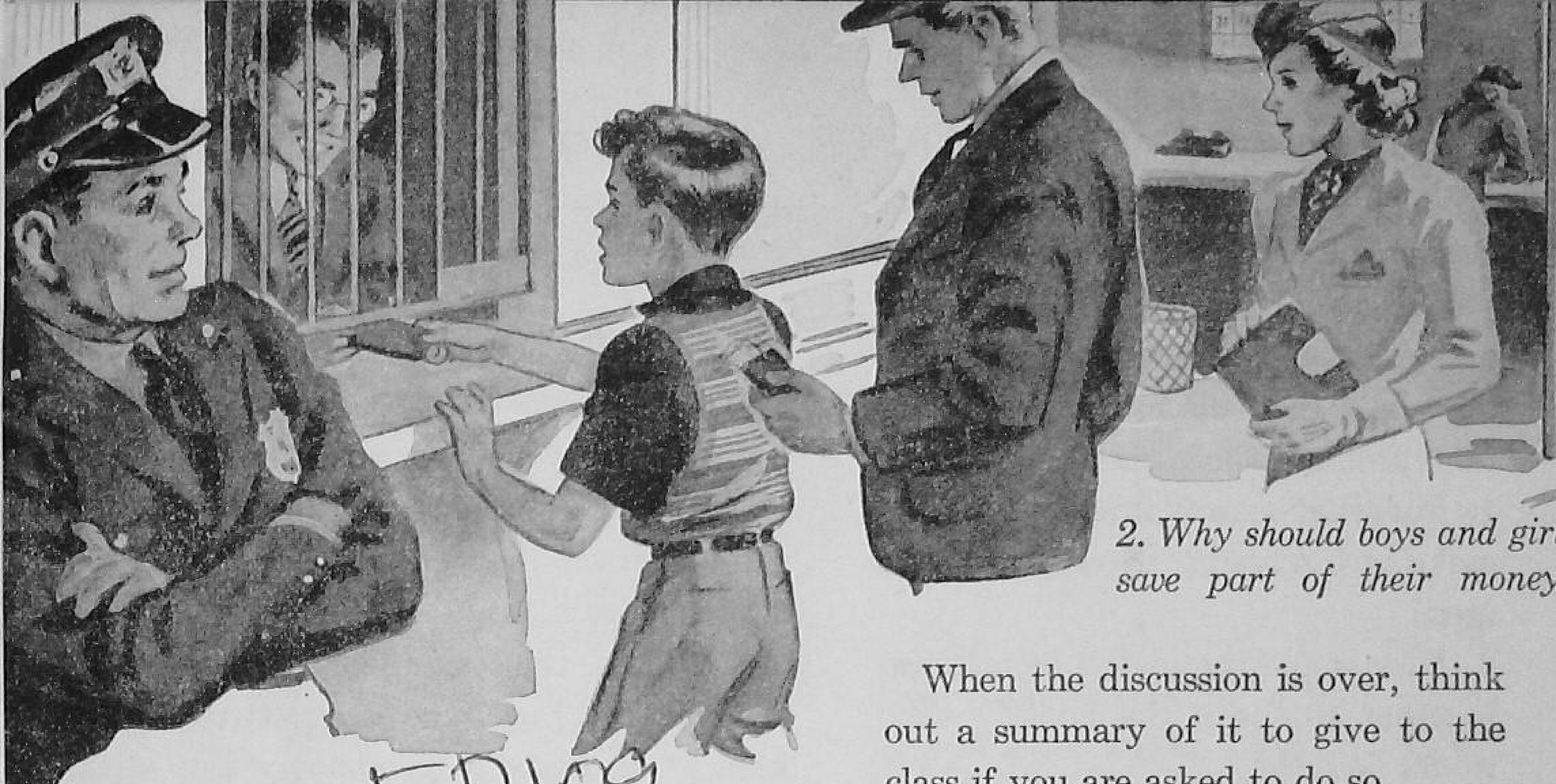
To read and do by yourself

Think of a problem or a question that you would like to discuss with your class. Use the pictures on this page and on page 9, and also the following questions to help you.

1. How can the class be more saving of school supplies, such as books and paper?



1. What could your class do for a classmate who is ill?



2. Why should boys and gir save part of their money

2. What can boys and girls do to help keep a town clean?
3. Is it wrong to play marbles for keeps?
4. What should you do when you find a pocketbook or anything else that belongs to another person?
5. What clubs should your school have?
6. What should you do or say when someone says you will be a sissy if you do not do what he dares you to do?

Discussing a problem

With the help of your class choose and discuss a problem or topic. Follow the rules that you have learned for helping to make a discussion successful. Keep to the topic when you talk.

When the discussion is over, think out a summary of it to give to the class if you are asked to do so.

Talking together

Discuss with your class these questions:

1. What rules for discussions do the members of the class need to follow more closely?
2. Were the summaries of the discussion good or poor? Why? What should be said to make a good summary of the class discussion?

3. How can your class make your school look attractive?

Making plans together

The boys and girls in Miss Parker's class made a book which they named *Our Class Record.* For their book, different boys and girls wrote summaries of their discussions of important problems and questions.

1. For what reason would your class make such a book? How would it be used?
2. How would the papers be fastened together to make the book? Who would do it?
3. What kind of cover should the book have? Who would make it?
4. For which of your class discussions should summaries be placed in the book?
5. Who would write the summaries to be put in the book?
6. Should each summary be dated? Should it have the name of the writer on it?

If the class decide to make a record book, they should decide whether a summary of their discussion should be written. Then they should choose someone to write that summary for the book.

CHAPTER TWO

Making and Using Good Sentences

1. Uses of Sentences

To read and think over

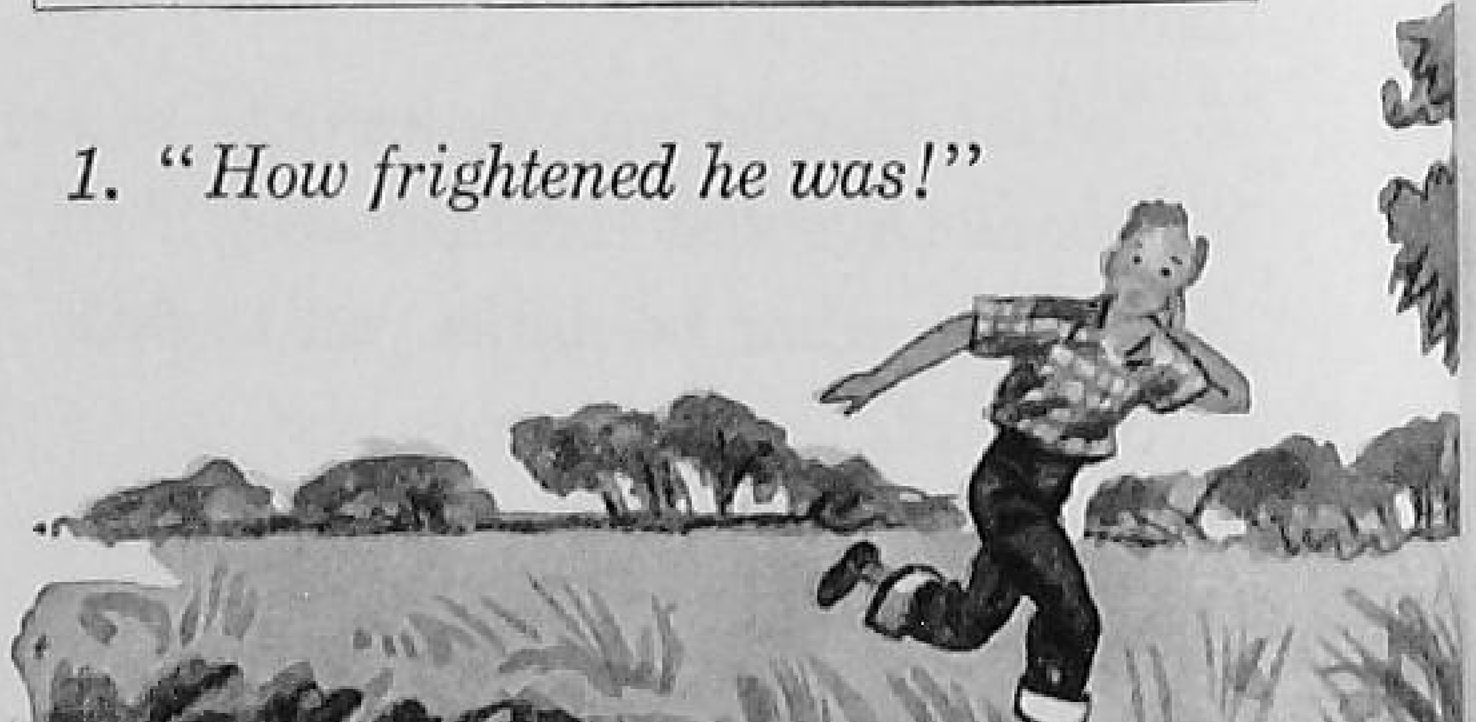
A sentence can be used to tell something or to ask something. It may do the telling or the asking in different ways.

Sentences that show excitement, surprise, fear, or some other strong feeling are called **exclamatory** sentences. Examples:

1. How Joe yelled when he fell into the creek!
2. How frightened he was!
3. Oh, what could he do!

An exclamation point should be placed at the end of an exclamatory sentence.

1. "How frightened he was!"



2. *"Grab this rope, Joe."*

Sentences that tell something without showing strong feeling, are called **declarative** sentences.

Examples:

1. Joe clambered up the bank.
2. His clothes were soaking wet.

A declarative sentence that gives a command is sometimes called an **imperative** sentence.

Examples:

1. Grab this rope, Joe.
2. Tom, help Joe up the bank.

A period should be placed at the end of each declarative and each imperative sentence.

A sentence that asks a question without showing strong feeling is called an **interrogative** sentence. Here are examples:

1. What will Joe's mother say?
2. Will he need to get a new suit?

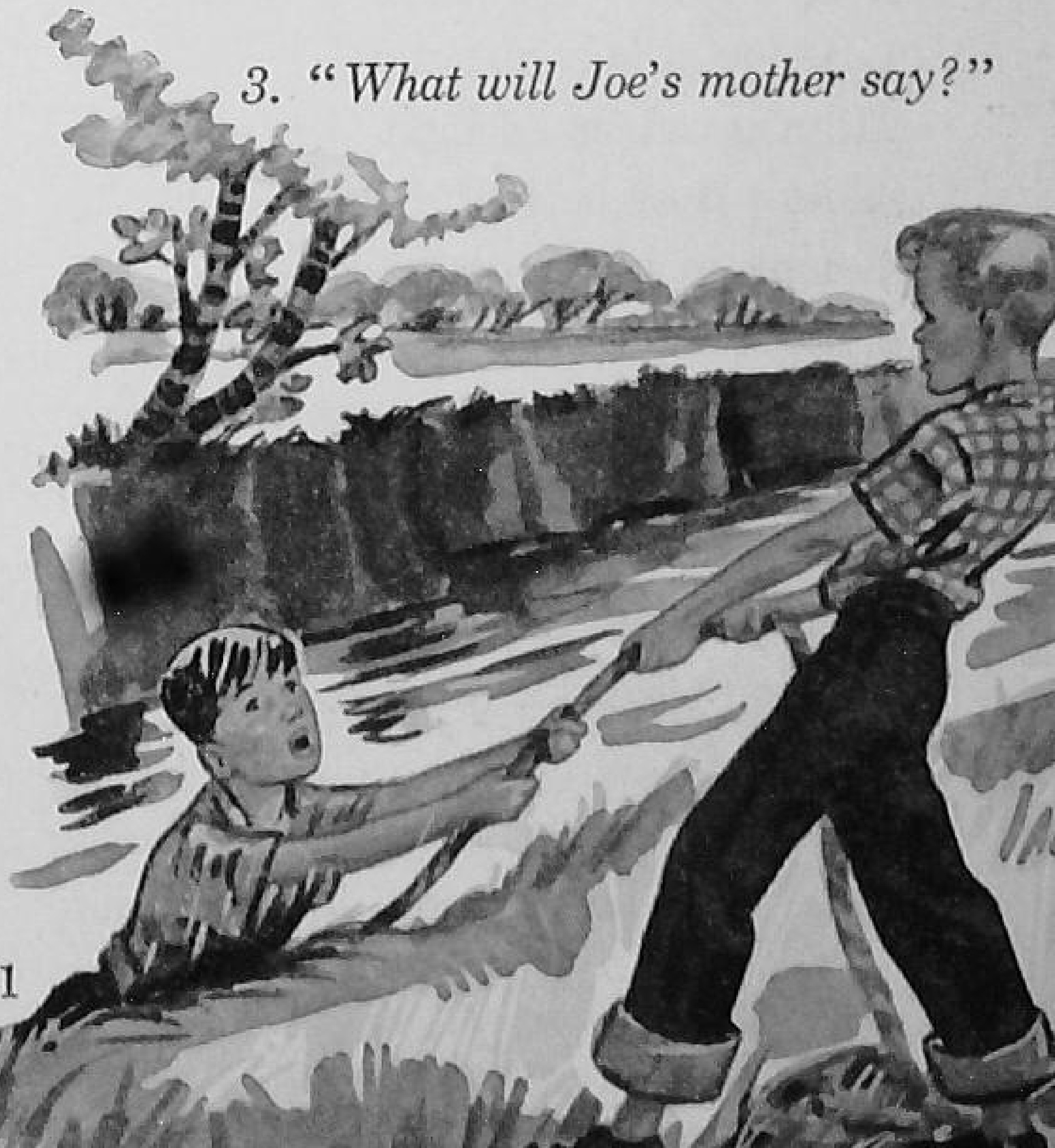
What punctuation mark should be used at the end of an interrogative sentence?

With what kind of letter should every sentence begin? With what kind of letter should a person's name begin?

Talking together

Help your class decide (1) whether each of the following sentences is declarative, interrogative, imperative, or exclamatory; (2) what punctuation mark should be used at the end of

3. *"What will Joe's mother say?"*



each; and (3) why each capital letter is used.

1. How did Joe happen to fall into the creek
2. He tried to walk on that log
3. Throw me that rope
4. Tie the end around your waist
5. What a bump Joe got
6. Who helped Joe up the bank
7. Don and Sam pulled him up

Writing sentences

As you copy the following sentences, put in the capital letters and the punctuation marks that are needed. After each sentence write in parentheses the word that tells whether the sentence is declarative, interrogative, imperative, or exclamatory. For example:

How black the sky is! (*Exclamatory*)

1. is joe at school today
2. he is not badly hurt
3. how does he look
4. look at his face closely
5. how black his eye is
6. what a swollen nose he has
7. he hit his head on a log sunday
8. he did not break his arm
9. he skinned his elbow
10. don't ask joe how he feels

Check your paper as your teacher tells you where capital letters should be used, what punctuation mark belongs at the end of each sentence, and what word you should have written in each parentheses. If you made a mistake which you do not understand, ask to have it explained.

To do by yourself

If you made a mistake, read pages 10 and 11 again. Then work out Exercise I, page 30.

2. What Is a Sentence?

To read and think over

In an information booth at a carnival there was a pair of good-looking "twins." One was a real man, the other just a lifelike imitation. The two looked so much alike that people were often amused to find themselves asking the dummy for information. Of course, when it didn't tell them anything, they knew that they had been fooled by appearances.

Any group of words which is written in one or more lines and is dressed up with a capital letter at the beginning and a period, a question mark, or an exclamation point at the end looks like a sentence. It has the *form* of a sentence, but it may not be a sentence. Don't let its appearance fool you.

To decide whether or not a group of words is a sentence, think what the

group of words means or does rather than how it looks. If it tells or asks something *by itself*, it is a sentence. If it does not, it is not a sentence.

Each of the following groups of words is written in the correct form of a sentence, and each group is a sentence. It tells or asks something by itself.

1. Do you like to play football?
2. I am going to play this fall.

Each of the following groups of words is written in the correct form of a sentence, but neither group is a sentence. Neither group tells or asks something by itself.

1. In the middle of September.
2. Nearly every Saturday morning?

Which of the following groups of words are sentences?

1. Football in the fall.
2. Every afternoon at four o'clock.
3. Mr. Carson will help us.
4. On Tatman's vacant lot.
5. When is the first game?
6. A week from next Saturday.
7. Do you think we will win?
8. A very good team?
9. A high score for both teams.
10. What a game!

In the part of a discussion that follows, find every group of words that has the form of a sentence, but that is not a sentence.

SALLY: How can we earn money to get a radio for our club room?
BETTY: Lots of ways.
SUE: What's one of them?
KAREN: Let's have a meeting at my house tonight. We can decide then how to earn the money.
ALICE: No need for that.
KAREN: Why not? We haven't had a meeting for a long time.
ALICE: I didn't mean that we shouldn't have a meeting. I meant that we don't need to decide how to earn the money. I know of a radio that we can get for nothing.

In a discussion it is correct to use a group of words that is not a sentence if what has already been said or done makes it easy for others to know what you mean. If nothing has been said or done that helps others to know what you mean, you should use a sentence.

In the discussion you just read, who should have used a sentence where she used a group of words that is not a sentence?

Talking together

1. When does a group of words have the form of a sentence?
2. How can you find out whether a group of words is a sentence?
3. Which of the ten numbered groups of words in the first column on this page are not sentences. What words

would you add to each of the groups in making a sentence?

4. In the discussion who used a group of words that is not a sentence?

5. In conversation when may you use a group of words that is not a sentence? When must you use a sentence?

Writing and correcting sentences

On a sheet of paper write three declarative sentences about a boy or a girl that you know. Write three interrogative sentences about a game that you want to know about. Write three exclamatory sentences about the weather. Write three imperative sentences that you use in talking to a member of your family, or that your parents use in talking to you. Number the sentences.

Use the following rules to help you correct your sentences:

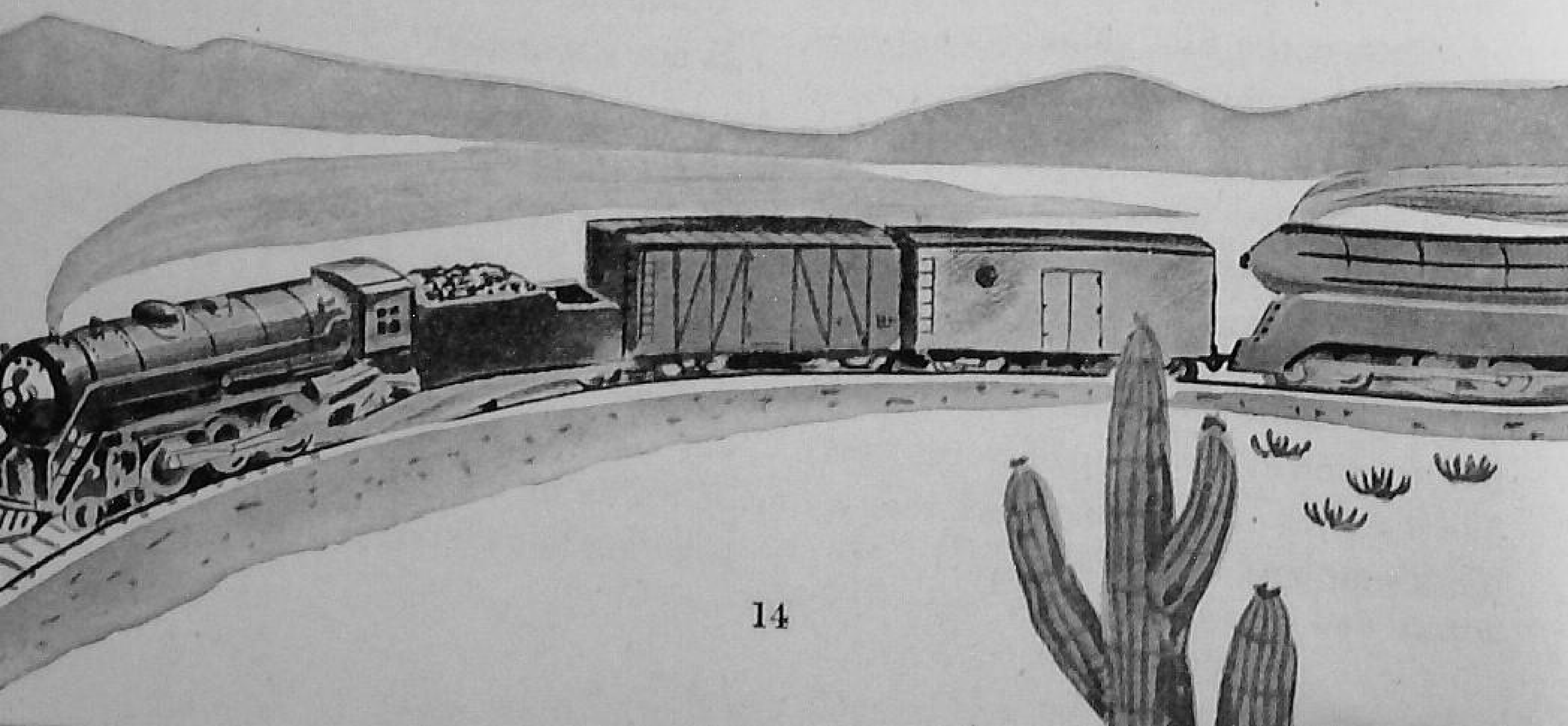
> **1. The first word of a sentence and the name of a person should each begin with a capital letter.**
> **2. A declarative sentence should end with a period.**
> **3. An interrogative sentence should end with a question mark.**
> **4. An exclamatory sentence should end with an exclamation point.**
> **5. An imperative sentence should end with a period.**

Show your paper to your teacher. If you wrote in the form of a sentence a group of words that is not a sentence, work out Exercise II, page 30.

3. Keeping Sentences Apart

To read and think over

Often people do not enjoy hearing or reading sentences that are run together. If, in speaking, you put *and*, *and so*, *and-uh*, or some kind of



grunt between the end of one sentence and the beginning of the next, don't be surprised if your listeners look bored.

If, in writing, you run your sentences together by putting *and's*, commas, or no marks at all between your sentences, don't expect your readers to understand clearly or to enjoy what you write. Isn't it your job to put the correct punctuation mark at the end of each sentence and to begin the next sentence with a capital letter?

The following statements are written just as they were given by Carol in a discussion.

There was a time when people traveled on land only by walking or running, and later they used horses and other animals to ride on and to pull carts or wagons. Railroads, automobiles, and airplanes have come into general use during the last hundred years, and so now we travel farther in an hour than people used to travel in a week.

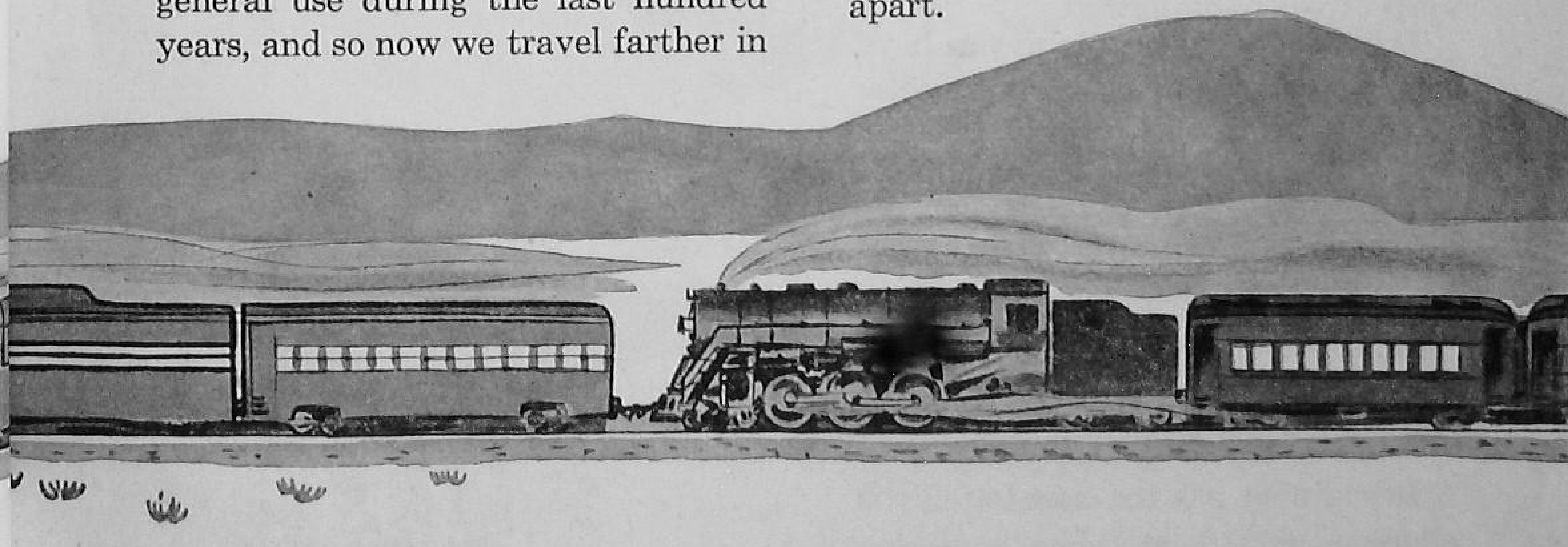
Judging by the form of Carol's report, how many sentences did she use?

If Carol had kept her sentences apart correctly, this is the way they would look:

There was a time when people traveled on land only by walking or running. Later they used horses and other animals to ride on and to pull carts or wagons. Railroads, automobiles, and airplanes have come into general use during the last hundred years. Now we travel farther in an hour than people used to travel in a week.

Talking together

Listen as someone reads aloud what Carol said and what she would have said if she had kept her sentences apart.



Is this the way to run trains and sentences?

Help your class decide upon answers to these questions:

1. Is what Carol said easier to read or to understand than what she would have said if she had kept her sentences apart? Why or why not?

2. How many sentences did Carol use?

3. Where were periods added to Carol's statements in order to separate the sentences correctly? Where were capital letters added? What words were left out?

4. Why should you keep your sentences apart when you talk and write?

Working together

When your turn comes, choose one of the topics below and tell all that you are asked to tell about it. Tell more if you wish. Try to keep your sentences apart.

MY PET

Tell what it is; how long you have had it; what its name is; what color it is; what it does for you; what you do for it; why you like it.

ONE THING I LIKE TO DO

Tell what it is; how long you have done it; why you like to do it; whether it costs you much money; whether other boys and girls do it.

If you wish, ask the class to tell you whether you kept your sentences apart.

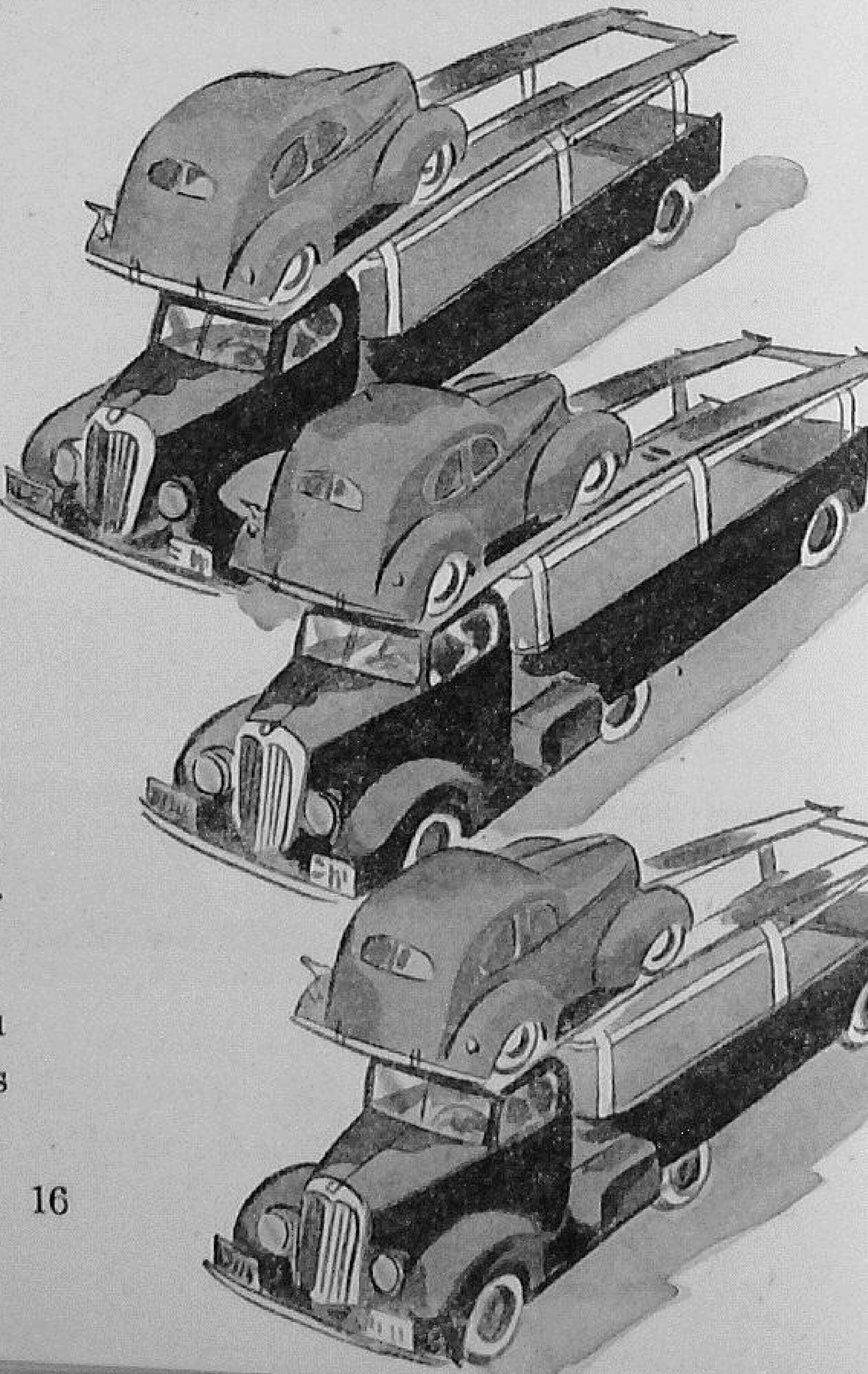
Writing sentences

On a sheet of paper write sentences that tell things about the topic given below. Keep the sentences apart.

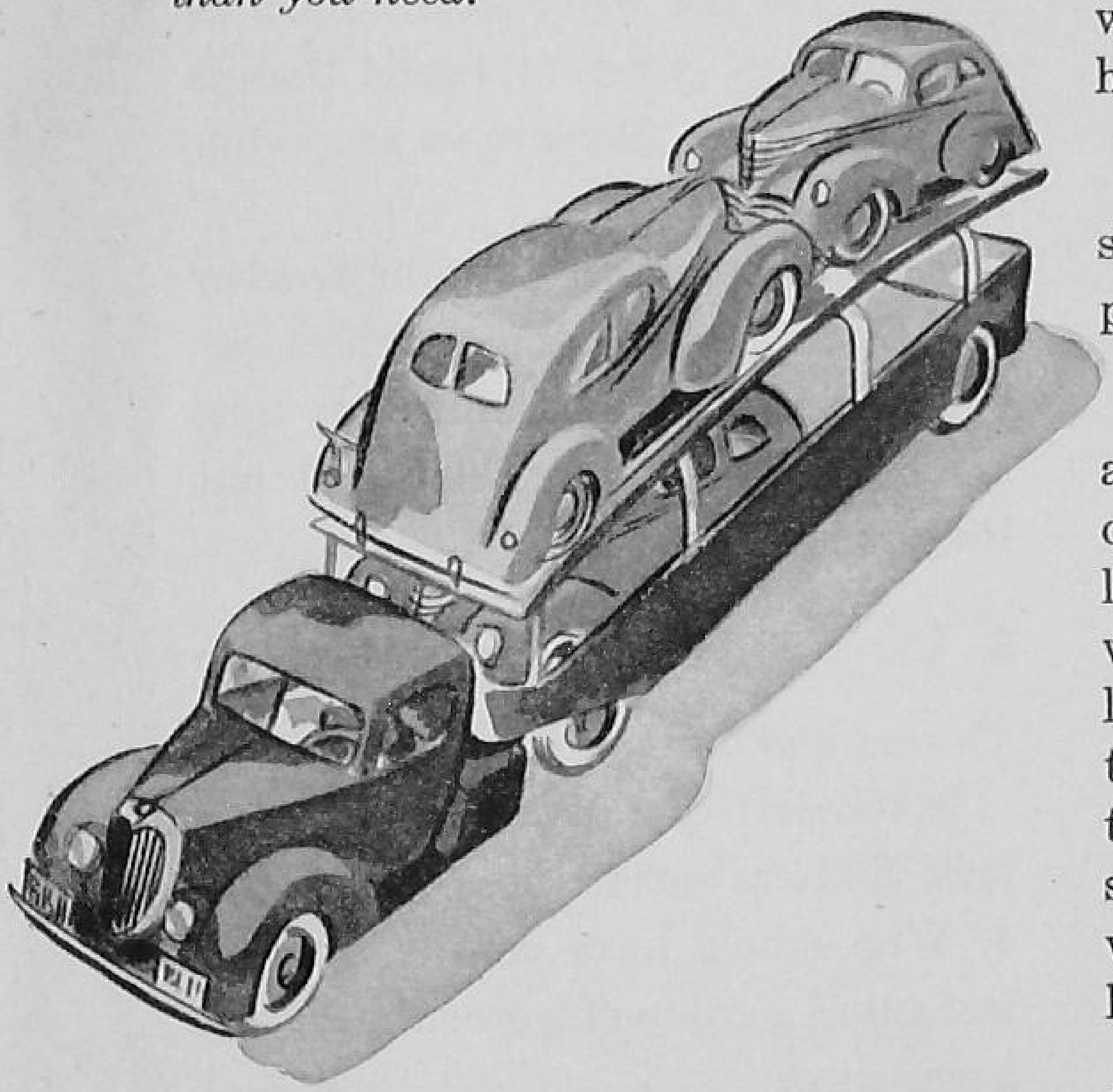
WHAT I WANT TO BE

Tell what you want to be when you grow up; why you want to be it; whether you will have to go to college; whether you will have to live in a city; whether you will have to travel much.

Show your paper to your teacher. If you ran sentences together, work out Exercise II, page 30.



Don't use more sentences than you need.



4. Combining Sentences

To read and think over

When Mary took part in a discussion on *Our First Schools,* she used too many short, choppy sentences. Read what she said:

The first American schools for boys and girls were held in homes. They were held in churches too. In those schools pupils learned little more than to read. They learned little more than to write. Many things that we learn in school today were not taught then. Swimming was not taught. Art was not taught. There were no classes in sewing. There were no classes in cooking. The books used were not as interesting as those we have now.

Notice how combining some of the short sentences into longer ones improves the paragraph:

The first American schools for boys and girls were held in homes and in churches. In those schools pupils learned little more than to read and write. Many of the things that we learn in school today were not taught then. Swimming and art were not taught. There were no classes in sewing or in cooking. The books used were not as interesting as those we have now.

Talking together

1. Do Mary's sentences tell more things than are told in the improved paragraph?
2. How many sentences did Mary use? How many were used in the improved paragraph?
3. Which of Mary's sentences were combined in making the paragraph?
4. In combining Mary's sentences, what words were left out?

Help your class decide how the ideas in each of the following groups

of sentences can be combined to make one sentence. You may use *and* to join parts of sentences, but you should not use it to run sentences together.

1. In many schools boys and girls make useful things out of metal. They make useful things out of leather too.
2. Yesterday Jack made a pocketbook. He made it out of blue leather.
3. Carol made a metal napkin ring. She made a metal bracelet.
4. Jack took his pocketbook home. He took it to show to his mother.
5. Carol took her napkin ring home. She took her bracelet home. She took them before they were finished.
6. Jack lives in a brick house. It is next door to Carol's house on Elm Street. (Try using the word *that.*)
7. Carol did not walk home with Jack. She had to go to Sue's house. (Try using the word *because.*)
8. Jack ran to the front door. His mother called excitedly. (Try using the word *when.*)

To do by yourself

How would you combine some of the following sentences that Jim gave?

In our first schools the boys and girls sat on stools and benches. The stools and benches had no backs. The boys and girls were punished if they did not sit still. They were punished if they did not study. One book they used was called the New England Primer. It had rhymes in it. Prayers were in it too.

Write what Jim said. Combine the ideas that you think need to be combined. Do not write in the form of a sentence a group of words that is not a sentence. Be sure to keep your sentences apart.

Check your paper as your teacher tells how some of Jim's sentences can be combined. If you made any mistakes, correct them. Then work out Exercise III, page 31.

5. Using What You Have Learned

To read and think over

In the part of a discussion that follows, find answers to these questions:

1. Who should have used a sentence instead of a group of words that is not a sentence?
2. Who ran sentences together?
3. Who should have combined some of his sentences?

MISS PARKER: Do any of you know of collections that your friends are making?

BEN: Tom is making a collection of bird feathers.

BETTY: Where do you get them, Tom?

TOM: In the fields and by the roads. The best time to get them is the early fall. The birds are losing their feathers then.

CAROL: Do you know many birds?

TOM: Yes, I've been studying them for a year. I know how some birds make their nests and why they make the kinds they do.

SUE: Why, Tom?

TOM: Oh, there are several reasons why they make different kinds of nests. It would take a long report to answer your question.

SUE: I didn't mean to ask about birds' nests. I want to know why you study birds.

TOM: Oh, just for fun. When I see a bird, I like to know what kind it is, and birds do many things that are interesting to watch.

ANNE: Karen is making a collection of dolls from foreign countries, and she has nineteen dolls now.

DAVID: I started last week to make a collection of different kinds of wood. I have twelve kinds already.

SAM: Where did you get them?

DAVID: I got them in carpenter shops. Last Saturday I went to the woods. Bill went along. What a day it was! We found birch wood. We found pine too.

MARY: I've had fun collecting shells, and I started last year at the seashore. Now I have sea shells of different kinds, and last spring I found land shells when Dad spaded the garden. The evening of a rainy day is the best time to look for land shells. That is the time when the little animals hunt for food.

Talking together

1. Who used a group of words that was not a sentence? Should each one have used a sentence? Why? What sentence should have been used?

2. Who ran sentences together? How can those sentences be separated?

3. Who should have combined some of his sentences? How could he have done that?

4. Where in the discussion in the first lesson of this chapter can you find a declarative sentence? An interrogative sentence? An exclamatory sentence? An imperative sentence?

Making a record together

Think of things that you have learned about making good sentences. Then think how to express each of those things in a good sentence. Here are two examples:

1. Every written sentence should begin with a capital letter.

2. Do not use a group of words that is not a sentence where a sentence is needed.

Help your class write a list of rules for making good sentences. When you think of a rule that has not been given by someone else, put it into a good sentence to be written on the board.

On a sheet of paper copy the list of sentences that is on the board. The class should choose a neat paper for their bulletin board.

CHAPTER THREE

Using Words Correctly in Discussions

1. Reviewing Important Words

To read and think over

The following are two lists of important words on which you may need practice in order to use them correctly.

(1)		(2)	
seen	gone	saw	went
done	eaten	did	ate
come	taken	came	took
run	given	ran	gave

Each of the eight words in the first list is used correctly with a helping word, such as *has, have, had, is, are,* or *was.*

It is never correct to use any of the eight words in the second list with a helping word.

The words *runned, et,* and *tooked* are never correct. Do not use *give* when you should use *gave.* Do not use *eat* when you should use *ate.*

In the following sentences the sixteen words are used correctly. Which are used with helping words?

1. *Have* you *seen* Tom? I *saw* him this morning at the drug store.
2. Sam *has done* his arithmetic problems. I *did* mine yesterday.
3. *Has* Mary *come* home yet? She *came* an hour ago.
4. Bill *ran* in three races today. He *has run* in many races.
5. Sue *has gone* to the library. Linda *went* with her.
6. I *have eaten* too much. All of us *ate* more than we needed.
7. Who *took* my bicycle away? Your dad *has taken* it downtown.
8. Mr. Black *gave* me a pup. He *has given* one to Sally too.

Talking together

Help your class decide which word should be used in each blank in the following sentences. After each sentence is completed, it should be read aloud. If you do not understand why the word chosen is correct, ask to have it explained.

Use WENT *or* GONE:

Yesterday Mary and I ... to see a picture show. You should have ... with us.

Use SAW *or* SEEN:

We ... one of those Crazy Cow comedies. Have you ever ... one?

Use RAN *or* RUN:

Crazy Cow ... a race with a duck. When it had been ..., trouble began.

Use GIVE, GAVE, *or* GIVEN:

The judge ... a prize of ten pies to

the duck. They should not have been ... to him.

Use COME *or* CAME:

Crazy Cow ... up slyly behind the duck. He did not know she had ....

Use TOOK *or* TAKEN:

Crazy Cow ... the pies to a wagon. No one knew she had ... them.

Use EAT, ATE, *or* EATEN:

There she ... one pie after another. Soon she had ... all of them.

Use DID *or* DONE:

She should not have ... that. She awoke in a dog catcher's wagon. What do you think she ... then?

Testing yourself

Think which word should be used in each blank in these sentences.

Use SAW, SEEN, WENT, *or* GONE:

Sam and I _1_ to the football game yesterday. We had not _2_ any of the other games. I'm glad I _3_ this one. Sam was glad he _4_ it too. It was one of the best games we had ever _5_ to.

After we had _6_, Bill _7_ Mother. She told him we had already _8_.

Use COME, CAME, TOOK, *or* TAKEN:

We _9_ a short cut to the game. Bill _10_ a half hour more than we had _11_. It had _12_ him forty minutes to get there. He _13_ late.

Before we knew it, Ben had _14_ a seat behind us. He had _15_ one beside Linda and Carol. The girls said they _16_ early.

Use GIVE, GAVE, GIVEN,
EAT, ATE, *or* EATEN:

We _17_ the girls some popcorn. After they had _18_ what we had _19_ them, they _20_ us one candy bar. They couldn't have _21_ us more. They had _22_ the rest. We boys _23_ the bar together. We _24_ peanuts that one of the girls gave us.

Use DID, DONE, RAN, *or* RUN:

After the game, Sam and I _25_ home. We _26_ it in ten minutes. We have often _27_ that fast. We have _28_ a mile in eight minutes.

The girls _29_ what we _30_. They _31_ home almost as fast as we had _32_.

Number a paper from 1 through 32. After each number write the word which should be used in the blank that has the same number.

Check your paper as your teacher reads the correct words aloud. If you made mistakes, read page 20 again. Then correct your mistakes and take your turn reading aloud one or more of the sentences, putting in the correct words.

2. Using Twenty Words

To read and think over

Each word in the first list that follows is used correctly with a helping word, such as *has, have, had, is,* or *were.* None of the words in the second list is ever used correctly with a helping word.

(1)		(2)	
written	driven	wrote	drove
broken	drunk	broke	drank
rung	sung	rang	sang
begun	known	began	knew
thrown	grown	threw	grew

In the following sentences each of the twenty words is used correctly. Which of the words are used with helping words?

1. *Have* you *written* to Tom yet? I *wrote* to him last week.
2. Dad and I *drove* to the city. *Have* you ever *driven* there?
3. Sam *has broken* my bicycle. He *broke* it yesterday.
4. Betty *drank* two glasses of our lemonade. *Have* you *drunk* any yet?
5. Who *rang* the bell today? The janitor *has* not *rung* it all this week.
6. *Have* you ever *thrown* a ringer in horseshoes? I *threw* one today.
7. *Has* Jack *known* Bill long? I *knew* him before Sam did.
8. Bill *has grown* since I last saw him. He *grew* rapidly last summer.
9. He *sang* a solo in the play. Sam didn't know he *had* ever *sung.*
10. He *began* to sing solos a year ago. He should *have begun* sooner.

The words *growed, throwed, knowed, broked,* and *droved* are never correct.

Working together

Help your class decide which word should be used in each blank in the following sentences. Then take your turn reading one or more groups of the sentences aloud.

(1)

Use BEGAN, BEGUN; KNEW, KNOWN; GREW, GROWN; THREW, THROWN; RANG, RUNG:

I have . . . Linda ever since she . . . to walk. I . . . her before I had . . . to go to school.

Before we . . . up, we quarreled all the time. She . . . our doorbell and ran. I . . . rocks on her porch. Since we have . . . up, we are good friends. For years she has not . . . our doorbell and run. I haven't . . . rocks on her porch either.

(2)

Use WROTE, WRITTEN; BROKE, BROKEN; DROVE, DRIVEN; DRANK, DRUNK; SANG, SUNG:

Linda has shown that she can do many things well. She has . . . in the school choir. Today she . . . in a con-

cert. She can make good cocoa. I ... some of it last night. I have ... it before. Linda has ... poems for the school paper. Last week she ... the best one we've had.

Linda can't do everything, though. One day she ... a horse down the street. She had never ... one before. She ... so fast that she ... the speed laws. She also fell out of the buggy and ... her arm. She hasn't ... any laws since then.

Testing yourself

Which word should be used in each blank in the following sentences?

(1)

Use WROTE, WRITTEN; BEGAN, BEGUN; KNEW, KNOWN:

Who ___1___ these invitations? I might have ___2___ that something would go wrong. They were ___3___ before I ___4___ that anyone had ___5___ to write them.

Harry must have ___6___ to write them before we ___7___ when the program would be. He ___8___ to write them too soon.

(2)

Use RANG, RUNG; SANG, SUNG; DRANK, DRUNK; GREW, GROWN:

Today I watched Carol's dog do tricks. The last time I saw him, he had not ___9___ very tall. He has ___10___ almost a foot since then.

Each time Carol ___11___ a bell, the dog ___12___ a little water. When she ___13___ a certain song, he ___14___ milk. I stayed until the dog had ___15___ two glasses of water and Carol had ___16___ the song four times. Then I went home to teach my dog to drink whenever I ___17___ a bell or whenever I ___18___ Yankee Doodle.

(3)

Use BROKE, BROKEN; DROVE, DRIVEN:

How fast has your dad ___19___ your new car? Has he ___20___ any speed records yet?

No, but he ___21___ the speedometer today. Yesterday he ___22___ fifty miles an hour. Before that he had not ___23___ more than forty. He ___24___ slowly today after he had ___25___ the speedometer.

Number a paper from 1 through 25. Write the correct word for each blank.

Check your paper as your teacher reads the correct words aloud. Take your turn with others in reading aloud as many sentences as your teacher asks you to read. Put in the correct words for each blank.

To do by yourself

If you made mistakes in the test, read again on page 22 how to use the words you missed. Then write correctly each sentence in which you made a mistake.

3. Words of Suitable Meaning

To read and think over

Read the following discussion and study the picture. Then for each word printed in italics choose a word that has the same number. In each case choose the word that will keep the meaning of the sentence about the same as it is or make it more exact.

NAMING THE PUP

"What are you going to name that (1) *animal*, Jane?" Joe asked the (2) *pleased* owner.

"I don't know, Joe," (3) *said* Jane. "He ought to have a name that (4) *suits* his personality."

"Why don't you call him Fluff?" asked Sam. "He's a (5) *woolly* dog."

"Fluff is not a (6) *good* name for a dog!" Joe objected.

"He's such a (7) *sturdy* fellow, maybe I should name him Samson," laughed Jane.

"Let's have a drawing at recess time," (8) *said* Sam. "Each of us will write a (9) *proposal* for a name on a slip of paper. Then Jane will (10) *take* a name out of a hat."

"That's (11) *an excellent* idea, Sam," Jane declared. "I think I'll accept it (12) *gratefully*."

1. bulldog	2. grave	3. inquired
husky	solemn	repeated
grayhound	pretty	echoed
poodle	alarmed	argued
scottie	proud	replied

4. fits	5. downy	6. correct
contains	shaggy	proper
holds	ruffled	right
encloses	rumpled	suitable
conceals	fuzzy	likely

7. coarse	8. proposed	9. fancy
rough	predicted	thought
tough	guessed	suggestion
strong	advised	notion
immense	begged	hope

10. save	11. a crazy	12. happily
draw	an odd	easily
remove	a peculiar	reluctantly
restore	a funny	thankfully
reserve	a splendid	completely

Writing the words chosen

Write a list of the words you chose.

Talking together

Find out whether everyone chose the same word for each number. Help the class decide which words are suitable.

To do by yourself

For each of the following words find in the preceding numbered lists a word that has an opposite meaning. Write the words in pairs.

wrong	lively	humble	reveals
sane	weak	tiny	tender
smooth	fine	doubtful	calm

Selznick International Pictures

IS IT A REAL DOG?

Something to think about

Of course it is a dog and it must have a name. What name would you give it?

4. Using Negatives Correctly

To read and think over

A negative is a word or an expression that has the meaning of *no* or *not* in it.

Each of the following negatives has the meaning of *no* in it:

no	nothing	nowhere
none	nobody	

The word *never* is a negative. It means *not ever*.

Contractions such as *doesn't* and *isn't* are negatives. Each is made from two words, one of which is *not*. *Doesn't* is made from *does not*. *Isn't* is made from *is not*.

> **In writing a contraction, use an apostrophe (') to show that you have left out one or more letters.**

Of course, all contractions are not negatives. Only contractions that end in *n't* are negatives. Which of the following are negatives?

can't	don't	couldn't
they're	I've	doesn't
didn't	I'm	you're
we're	I'll	isn't

A common mistake to avoid is that of *using a double negative*. This means using two negatives where only one is needed in a sentence to tell or ask about the same thing. The following sentences show the correct and incorrect use of negatives.

Right: *Hasn't* Tom brought *a* ball today?
Wrong: *Hasn't* Tom brought *no* ball today?

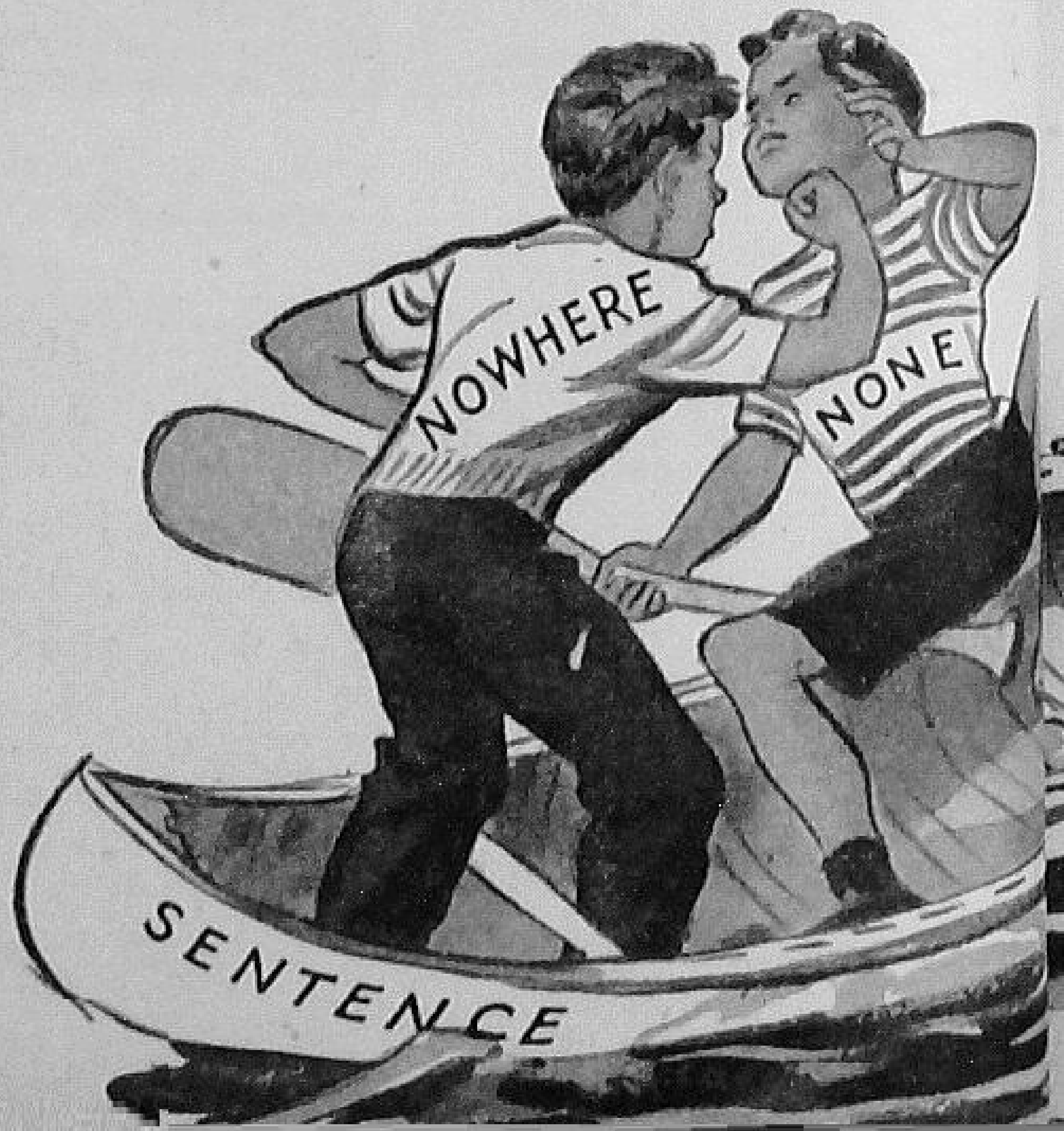
Right: There *isn't any* ball here.
Wrong: There *isn't no* ball here.

Right: *Haven't* you seen *one*?
Wrong: *Haven't* you seen *none*?

Right: *Nobody* brought *a* ball today.
Wrong: *Nobody* brought *no* ball today.

Right: I *haven't* seen one *anywhere*.
Wrong: I *haven't* seen one *nowhere*.

Right: He *doesn't* know *anything* about it.
Wrong: He *doesn't* know *nothing* about it.



Another mistake to avoid is that of using a negative with the word *hardly* or the word *scarcely*.

Right: I *can hardly* wait until recess.

Wrong: I *can't hardly* wait until recess.

Right: There is *scarcely any* time left.

Wrong: There is *scarcely no* time left.

RULES FOR USING NEGATIVES

1. Use only one negative in the same sentence to tell or ask about the same thing. **2. Do not use a negative with the word *hardly* or the word *scarcely*.** **3. Do not use the negative *ain't*. It is never correct.**

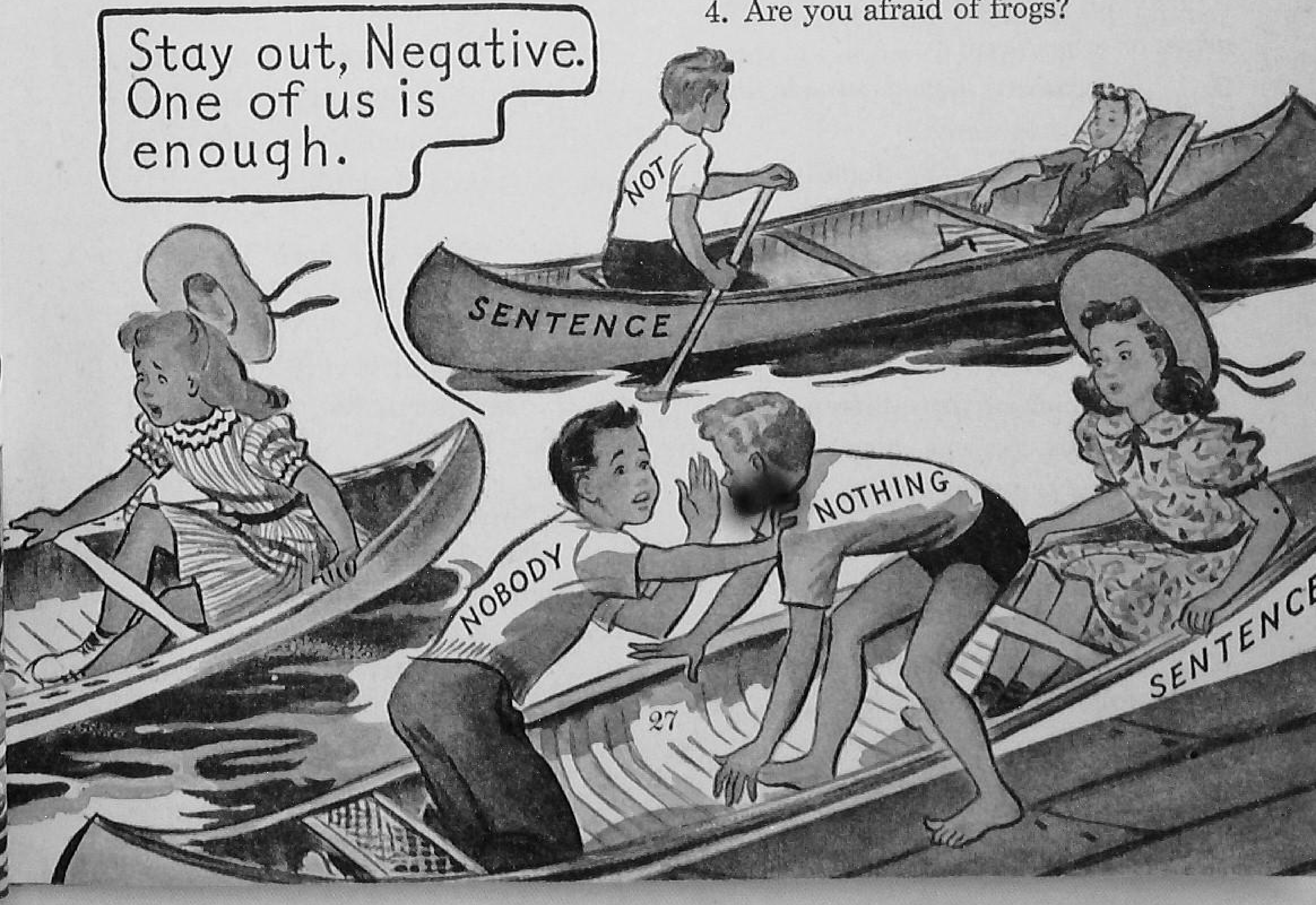
Talking together

1. What is a negative? Which contractions are negatives?
2. What mistakes do boys and girls sometimes make in using negatives? What rules should you keep in mind in using negatives?

Working together

Take your turn giving sentences that answer the twelve questions that follow. In each answer use one of the negatives *no, not, never, none, nothing, nobody*, or *nowhere*.

1. Have you any candy?
2. Where are you going?
3. Have you ever climbed a mountain?
4. Are you afraid of frogs?



5. What are you eating?
6. How much money have you there?
7. Would you ever be cruel to a dog?
8. Who helped you dress today?
9. How many cars have you bought?
10. What are you hiding?
11. How often have you driven a car?
12. How much castor oil do you want?

Help your class decide which word should be used in each blank in the following sentences:

1. Don't you have . . . sled? (*any* or *no*)
2. I haven't . . . yet. (*none* or *one*)
3. Didn't you see . . . you knew at the show? (*anybody* or *nobody*)
4. I . . . hardly see anyone in the dark. (*could* or *couldn't*)
5. Haven't you been . . . today? (*nowhere* or *somewhere*)
6. I . . . scarcely looked outside the house. (*have* or *haven't*)
7. Aren't you . . . going home? (*ever* or *never*)
8. I haven't . . . to do there now. (*nothing* or *anything*)

Testing yourself

Think which of these fifteen words are negatives: *no, one, none, nothing, any, anybody, anyone, never, ever, nobody, nowhere, anywhere, can, can't, anything.*

Think which of the fifteen words may be used correctly in each blank in the following sentences:

Hasn't _1_ seen my football? I _2_ hardly ever find my things.

You don't _3_ put _4_ away, Joe. You don't know where _5_ of your things are. I haven't seen your football _6_ today. Can't you borrow _7_? Doesn't Tom have _8_?

I don't know _9_ else who has _10_.

Number a paper from 1 through 10. After each number write a word which may be used correctly in the blank that has the same number.

Check your paper as your teacher reads the correct words aloud. If you made a mistake, read pages 26 and 27 again. Then correct your mistakes.

5. Testing Yourself

To read and think over

The following is part of a discussion. For each numbered blank in the discussion, choose the right word from the words that follow it.

CAROL: What has been _1_ (did, done) about the party? Hasn't _2_ (nobody, anybody) _3_ (saw, seen) Miss Parker about it yet? I thought you _4_ (saw, seen) her, or promised to see her, Linda.

LINDA: I haven't _5_ (broke, broken) my promise. I _6_ (did, done) what I said I would. I have _7_ (went, gone) to see Miss Parker. I _8_ (saw, seen) her today after Dad had _9_ (drove, driven) me to school. I talked with her until the last bell

___10___ (rang, rung). She ___11___ (give, gave, given) her ideas about the party.

JACK: What ideas has she ___12___ (give, gave, given) you? I hope you ___13___ (did, done) something about planning for food. We've always ___14___ (eat, ate, eaten) good things at parties that we have ___15___ (give, gave, given). I have always been glad that I ___16___ (went, gone).

LINDA: We aren't going to have ___17___ (anything, nothing) except ice cream, cake, and cocoa. We've all ___18___ (eat, ate, eaten) ice cream, and we've all ___19___ (drank, drunk) cocoa. Tom ___20___ (eat, ate, eaten) nearly a whole cake that I ___21___ (took, taken) to the last party. He ___22___ (drank, drunk) nearly half the cocoa that Sue had ___23___ (took, taken).

TOM: Aren't we going to have ___24___ (any, none) of those chocolate cookies? I mean the kind that Sam's mother ___25___ (give, gave, given) us for the last party.

BILL: Sam can't go to a party ___26___ (nowhere, anywhere) this week. He ___27___ (come, came) to see me this morning. He ___28___ (run, ran) over to my house before I had ___29___ (began, begun) to dress. He and his dad have ___30___ (drove, driven) to Chicago. I had not ___31___ (knew, known) until then that they were going.

SUE: I'm glad we have ___32___ (took, taken) time to settle the food problem. Hasn't ___33___ (nobody, anybody) ___34___ (did, done) ___35___ (anything, nothing) about a program?

LINDA: I have ___36___ (began, begun) to plan with Miss Parker about it. I ___37___ (saw, seen) her just after the bell ___38___ (rang, rung) this morning. We ___39___ (began, begun) to write a program, but haven't had ___40___ (no, any) time to finish it. Why can't Bill sing that song he ___41___ (sang, sung) last week. He hasn't ___42___ (sang, sung) ___43___ (nothing, anything) that we like as well as that song.

DAVID: Linda, you and I should have ___44___ (wrote, written) a program by this time. Shall we play Hop Scotch at the party?

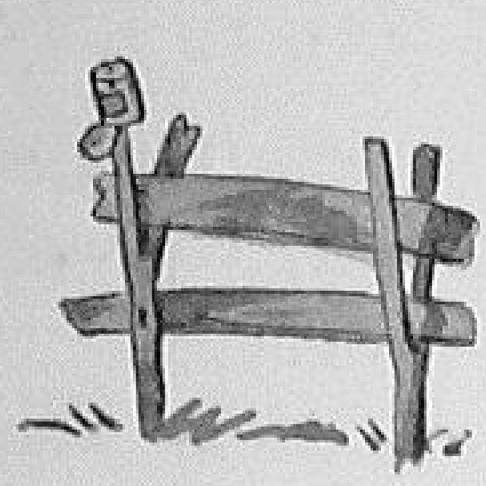
SALLY: Oh, we've ___46___ (grew, grown) too old for that game!

To do by yourself

Number a paper from 1 through 46. After each number write the word which should be used in the blank that has the same number.

Check your paper as your teacher reads the correct words aloud. Take your turn with others in reading aloud as many sentences as your teacher asks you to read. Put in the correct words for each blank.

More Practice



I

Punctuating sentences

Decide what punctuation mark should be used at the end of each of these sentences.

1. Dogs that act in motion pictures must be taught to follow silent commands
2. How can you give a dog a silent command
3. The commands are given by signs or gestures
4. How hard it must be to train a dog by signs
5. What are some of the gestures that a dog trainer uses
6. He beckons with his right hand for the dog to run toward him
7. He whirls his right hand around and around for the dog to whirl
8. He spreads his hands apart with the palms down for the dog to lie down
9. To make the dog sit up, he jerks his right hand up
10. Do all trainers use the same gestures
11. No, one trainer moved his right hand up and down slowly to make his dog lie down
12. Where did you find out about training dogs for use in making motion pictures
13. I saw it in a news reel at a picture show last week
14. What an interesting picture that must have been

Writing the sentences

Copy the sentences. Put the correct punctuation mark at the end of each one.

Check your paper by these questions:

1. Did you put periods after sentences 1, 3, 6, 7, 8, 9, 11, and 13?
2. Did you put question marks at the end of sentences 2, 5, 10, and 12?
3. Did you put an exclamation point after sentences 4 and 14?

II

Keeping sentences apart

Choose one of the following topics. Write sentences that tell what you are asked to tell about it. Keep your sentences apart.

THE KIND OF DOG I LIKE BEST

Tell what kind of dog you like best; what a dog of this kind looks like; why you like that kind; whether or not you have ever had one.

HOW TO FEED A DOG

Tell what food a dog should have; how often he should be fed; why a dog's food pan should be kept clean.

HOW TO GIVE A DOG A BATH

Tell how often a dog should be bathed; what kind of water to use; what soap should be used; how a dog should be dried.

Checking your paper

Does each sentence tell something by itself? Did you begin each sentence with a capital letter and end it with the right mark?

III

Combining sentences

The following are eight groups of short, choppy sentences that are part of a discussion. Decide how to combine the sentences in each numbered group into one good sentence.

1. My dog Pat is very intelligent. He is a black and white spotted dog. He is a setter.
2. Pat saved my life. It was last November. This is how he did it.
3. Dad, Pat, and I were hunting. We were in a meadow. It was about five miles from Tifton.
4. Pat was ahead of me. He was with Dad. They were looking for quail.
5. I heard a queer rattling noise. The noise was coming from a blackberry bush. I started towards the bush to investigate. (Try beginning with *when.*)
6. Pat heard the noise. He stood between me and the bush. He was barking furiously. (Try beginning with *when.*)
7. Dad came to us. He saw a large rattlesnake. It was under the blackberry bush. It was coiled and ready to strike. (Begin with *when.*)
8. Dad shot the snake. He hit it in the head. He killed it instantly. He shot it before it could strike Pat.

UNIT TWO
Reports

CHAPTER FOUR

Making Reports Interesting

1. Choosing a Topic

To read and think over

In discussing how to make reports interesting, the boys and girls in Miss Parker's class came to the following conclusions:

In preparing a report, you should give enough information on each point to make the report interesting and easy to understand.

If you choose as the main topic, or subject, of your report something that you have done, seen, or heard, you probably have enough information about it. For example, you surely have enough information for telling how to play a game that you have learned, or what you saw happen during a storm.

If you decide to prepare a report on such a topic as growing sugar beets, famous voyages by airplane, or explorers of the South Pole region, you will have to collect information on it.

You can gather information on a topic in various ways, such as listening to what people say about it, reading about it, looking at pictures on it, and observing things that have something to do with it.

The class also decided that in choosing a topic for a report, they should follow these rules:

1. **Choose a topic in which you are interested.**
2. **Choose a topic in which the class will be interested.**
3. **Choose a topic about which you know or can find enough information to make a good report.**

"I think a person should choose a topic that is not too broad," said Janet.

"Good!" said Miss Parker. "Will you add that rule to the list on the board, Janet?"

Janet wrote:

4. Choose a topic that is not too broad.

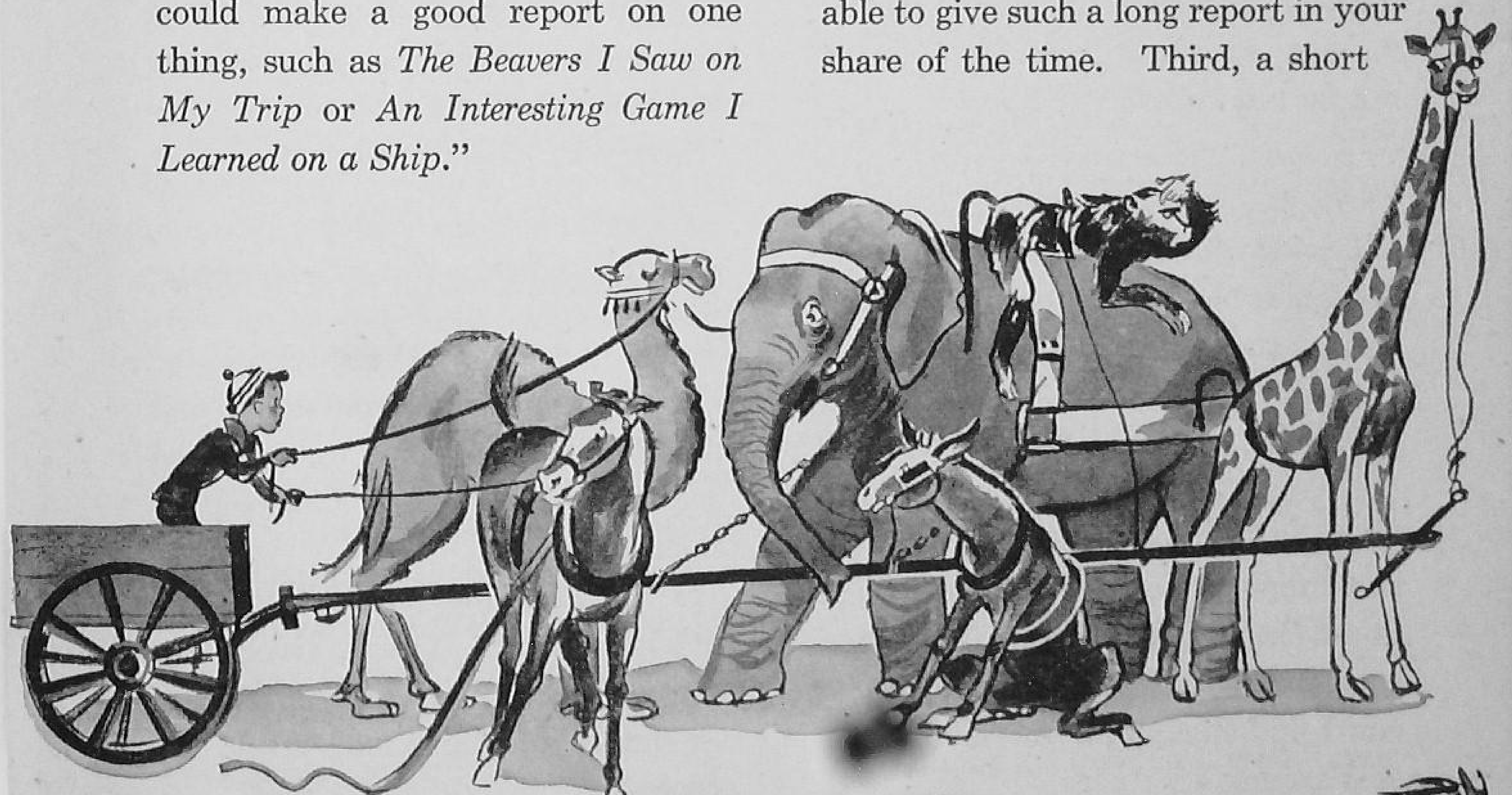
"What do you mean by *too broad*, Janet?" asked David.

"A topic that is too broad covers too many different things," replied Janet.

"That's right," said Jim. "A topic such as *My Vacation Trip* may be too broad. Too many things may have happened on the trip to tell about all of them in one report. You could make a good report on one thing, such as *The Beavers I Saw on My Trip* or *An Interesting Game I Learned on a Ship*."

"Once I chose the broad topic *Airplanes* for a report," explained Jerry. "I tried to tell something on every important topic about airplanes. I could have made a better report on one important topic, such as *Uses of Airplanes*, *Records Made by Airplanes*, or *Kinds of Airplanes*."

"There are three reasons why it is better not to choose a broad topic for a report," explained Miss Parker. "First, a good report on a broad topic would have to be a much longer one than you would have time to prepare. Second, you would probably not be able to give such a long report in your share of the time. Third, a short



Don't try to manage too large a topic.

report on a broad topic would not be interesting. You could not tell enough about any one thing in it."

Talking together

1. Does a report that you give have to be about a subject on which you will need to gather information? What else can it be about?
2. What rules did the boys and girls in Miss Parker's class make for choosing a topic for a report? Why is each of them important?
3. In what ways can you find information about a topic for a report?
4. Why should a topic for a report not be too broad?

To do by yourself

Decide which topics in the following list might be suitable for you to use in giving short reports to your class. Use these questions to help you: (1) Is the topic of interest to me? (2) Would it be of interest to the class? (3) Is the topic too broad for a short report? (4) Do I know enough about the topic to make an interesting report on it? If not, how and where can I find enough information?

1. Farming
2. What Taxes Are Used For
3. Improvements in Travel
4. Feeding a Puppy
5. How Indians Made Smoke Signals
6. Building a Campfire
7. How I Learned to Swim
8. How Musical Instruments Are Made
9. Wild Animals in America
10. Yosemite National Park
11. How to Make a Sun Dial
12. How to Pop Corn

On a sheet of paper copy the topics that you chose. Add any other good topics you can think of.

Checking your list

If you are asked to do so, read aloud your topics. Find out whether the class think they are good topics.

Save your paper. You will need it later.

2. Telling Enough in a Report

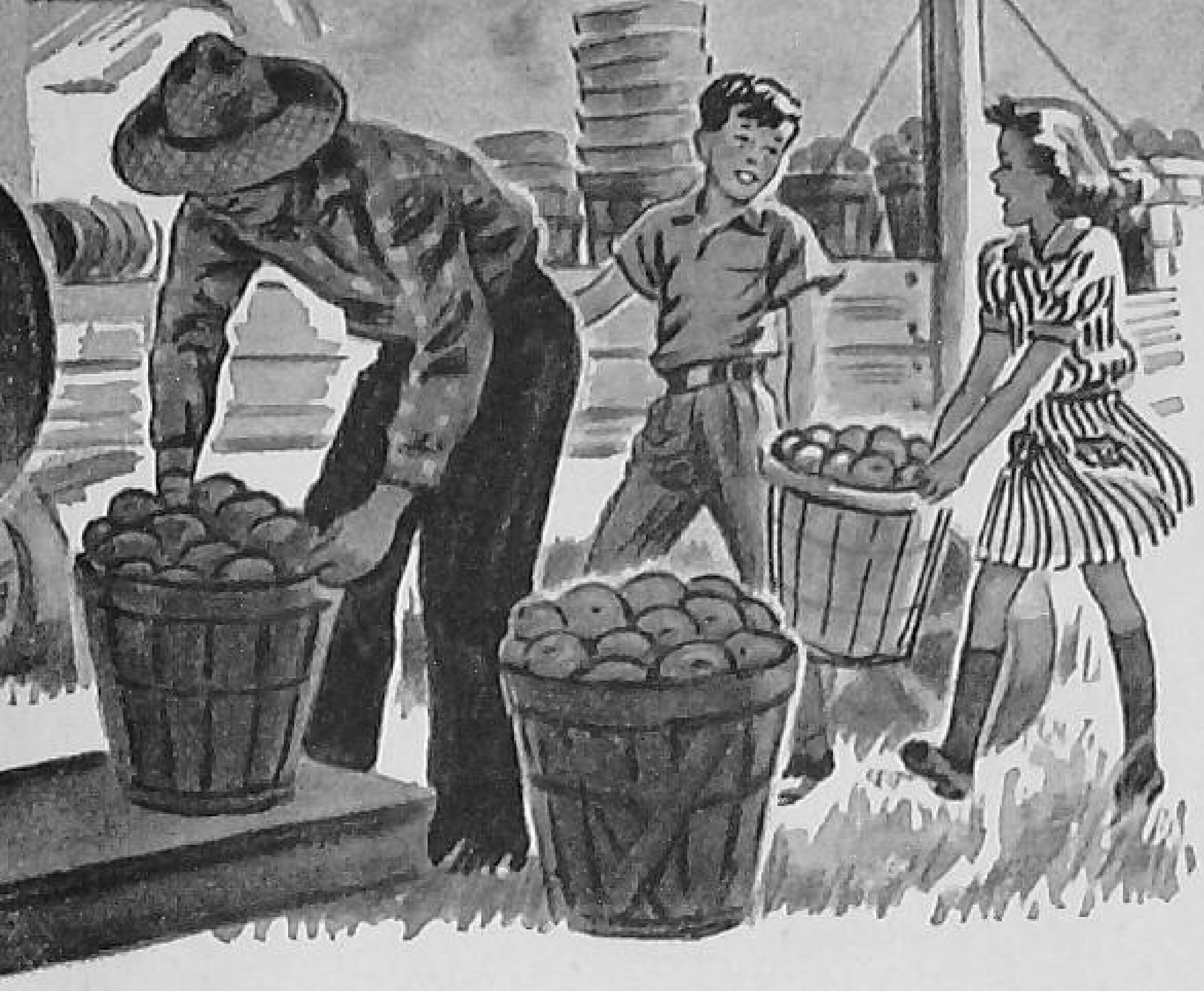
To read to yourself and think over

In giving a report, you should tell enough about the topic to make the report both interesting and easy to understand.

Is the following report that Jack gave interesting? Does it tell clearly how vegetables are canned? What else should you like to know about the process?

HOW VEGETABLES ARE CANNED IN A FACTORY

Last Saturday Dad and I visited a canning factory. We saw many in-



teresting things happen during the four hours we spent there.

First, we watched farmers unload their vegetables, and we helped to weigh them. We must have seen tons of tomatoes and corn brought in.

Later, a man took us through the factory. We watched the workers can beans, peas, corn, and other vegetables. It was interesting to see the cans being sealed and to watch the labels being put on them.

The boys and girls thought that Jack did not tell enough about his topic. Here are some of the questions they asked him:

1. How were the vegetables cleaned?
2. Were the vegetables cooked?
3. What different kinds of work were done in the factory?
4. Did men or women do the work?
5. How were the cans filled? How were they sealed? How were the labels put on them?

Does this picture show how vegetables are canned?

To help you think of or to find out enough about the topic of a report that you plan to give, write out questions which you believe your report should answer. The answers that you give to your questions will help you in preparing your report.

What questions should a report about each of these topics answer?

1. How to Make a Doghouse
2. Some Interesting Bird Nests
3. Making Cane Sugar
4. Ways of Harvesting Corn
5. The First Automobile

Talking together

1. In preparing a report, how can you judge whether you are putting in enough information on each point?
2. Were the questions that the boys and girls asked Jack good ones? Why?
3. What can you do that will help you give enough information in a report?

Help your class decide upon good questions to answer in a report on each of the preceding five topics.

To do by yourself

Think of a topic on which you would like to make or hear a report. The list of topics that you wrote in the last lesson and the following questions may help you:

1. In this chapter what topics have you seen that seemed interesting and usable?
2. In what hobby or hobbies are you interested?
3. What have you or a friend of yours made?
4. What trip have you taken?
5. Is there some topic about which you wish to know more than you do?

On a sheet of paper write the topic you chose. Under the topic write questions which you believe a report on the topic should answer. Number each question. Put a period after each number. Be sure that each question is written and punctuated correctly.

Show your paper to your teacher. If any mistakes are pointed out, correct them.

Keep the paper. You will need it later.

3. Organizing a Report

To read and think over

When Linda was preparing a short report on *Bananas*, she looked for information in books. As she read, she wrote the following notes to help her in writing her report:

1. We get bananas from Cuba and the West Indies.
2. The stalks of banana plants are frequently used in making one kind of canvas.
3. To grow at all, banana plants must have a hot climate.
4. Sometimes banana plants grow thirty feet high.
5. Bananas are valuable as food.
6. Flour can be made out of dried bananas.
7. Most of the bananas we get come from Central America.
8. Bananas have many uses.
9. The leaves of the banana plant sometimes grow ten feet long.
10. The leaves of the plants are used in making roofs for houses in hot countries.
11. Bananas grow best where the rainfall is heavy.
12. The island of Jamaica has the hot and wet climate that bananas need in order to grow well.

Linda used the following five rules for making good paragraphs in writing a report:

1. Each paragraph in a good report tells something about one small topic, which is called the *paragraph topic.*
2. Each paragraph topic is a part of the main topic of the report.
3. Every sentence in a good paragraph tells something about one and only one topic, the paragraph topic.

4. All the sentences that tell something about a certain paragraph topic should be put into one paragraph.
5. A separate paragraph should be used for each paragraph topic.

Before Linda started to write her report, she planned how she would organize it. She studied her notes to find out under what small topics the notes might be grouped. This is what she found:

1. Two of the notes tell where we get bananas. Which notes are they?
2. Five of the notes are about the uses of bananas. Which notes are they?
3. Three of the notes tell what kind of climate is needed by the banana plant. Which notes do that?
4. Two of the notes describe the appearance of a banana plant. Which are they?

Linda saw that she could group all the notes under four small topics. These were: (1) where we get bananas, (2) uses of bananas, (3) kinds of climate needed by banana plants, and (4) what the banana plant looks like. Linda decided that she needed four paragraphs in her report.

Linda wrote the following report. In each paragraph did she tell about only one small topic? Did she begin a new paragraph each time she should have done so?

BANANAS

People in the United States get most of their bananas from Central America. We get some from Cuba and other West Indian islands.

Bananas have many uses. The ripe fruit is very valuable as food. A very good flour is made from the fruit after it has been dried. In hot countries the leaves of the plants are used in making roofs for houses. The stalks of the plants are used in making a kind of canvas.

The banana plant grows only where there is plenty of heat and rain. There are many banana plantations in Jamaica where the climate is just right. Bananas are not grown generally in the United States.

Banana plants grow tall. Some grow to be thirty feet high with leaves that are often ten feet long. Usually the plants are not allowed to grow so large. Keeping the plants small makes it easier for workers to pick the fruit.

Talking together

1. Why did Linda make notes?
2. What did she do to find out how many paragraphs to use in her report?
3. Did Linda put in each paragraph all the sentences that belong there? Did she put in any sentence that tells nothing about the topic of the paragraph?

4. Did Linda organize her report well? How do you know?
5. What is one way of deciding what paragraphs to use in writing a report?

To do by yourself

The following are notes that Sam made for a report on the subject *The Hippopotamus.* Under what paragraph topics should the notes be grouped? How many paragraphs should be in the report?

1. Next to the elephant, the hippopotamus is the largest animal on land.
2. The hippopotamus lives in Africa.
3. The mother hippopotamus teaches her calf how to do things it must do in order to live.
4. His ears are very small. His eyes are placed high in his head.
5. The hippopotamus is about four feet high and about fifteen feet long. He weighs about four tons.
6. The body of the hippopotamus is shaped like a barrel.
7. He has the largest mouth of any animal except the whale.
8. The hippopotamus is more at home in water than on land. He can close his nose and ears and walk around on the bottom of the river.
9. The mother hippopotamus cares for her young. In deep water the calf rides on her back.
10. His stomach can hold 400 pounds of food.
11. Someday there will be no hippopotamuses on earth.
12. In Africa the hippopotamuses will be destroyed as people build more cities and lay out more farms there.

On a sheet of paper write answers to these questions:

1. How many paragraph topics do Sam's notes cover?
2. How many paragraphs should Sam use in his report?

Write a list of the paragraph topics that Sam should use for organizing his notes. After each topic write the numbers of the notes that belong to that topic.

What have you collected?

What have you tried to learn?

Check your paper as your teacher tells you what you should have written. If you made a mistake, find out why it is a mistake.

4. Preparing a Report

Choosing a topic by yourself

Think of topics about which you could make reports. Use the list of topics which you made several days ago, the pictures on these pages, and the following questions to help you:

1. How did the pioneers travel?
2. What would you like to know about Alaska?
3. On what topic are you planning a report in social studies, history, geography, or in some other subject?
4. What are ballads? How were they made?
5. What have you done on a trip?
6. How is macaroni made?

Choose a topic for a report that you can give to your class in the next lesson. In choosing your topic, use the rules that you studied in the first lesson of this chapter.

Getting information

On a sheet of paper write a list of questions which you think your report should answer.

Then think out or search for answers to your questions. In doing this, you may need to use books at school, at home, or at a library.

What performance have you seen?

You may also wish to ask people who know some of your questions.

Write notes that give answers to your questions. Make notes of other information that you wish to use.

Organizing your report

Study the notes to find what paragraph topics you need to use. Group the notes under those topics.

Writing your report

Write your report in paragraphs. For each paragraph use the sentences grouped under that paragraph topic. Add any sentences that you need to use in telling important things not included in the notes.

Use these directions for placing your report correctly on the paper:

1. Write your name in the upper right corner of your paper.
2. Write the title of your report on a line by itself an inch or two below the top of your paper. Center the title so that the space to the left and the one to the right of it are about equal to each other. Leave a space between the title and the first line of your report.
3. Indent the first word of each paragraph about a half inch.
4. Begin all other lines even with one another so as to make an even margin on the left.

In writing your report, use any of the following rules that you need:

USE A CAPITAL LETTER TO BEGIN:

1. The first word of a sentence.
2. The first and each important word in a title. (In a title words such as *a*, *an*, *by*, *from*, *for*, *of*, *about*, and *with* are not considered important.)
3. The name of a person or a pet.
4. The abbreviation *Mr.* or *Mrs.* and the word *Miss.*
5. The name of a day or a month such as *Monday* or *October.*
6. The name of a special day such as *Thanksgiving*, *Halloween*, or *Christmas.*
7. Each important word in the name of a company or firm, for example: *Snow White Grocery*, *Ajax Canning Company*, or *Starlight Bakery.*
8. The name of a town, city, or state such as *Maryville*, *Chicago*, or *Florida.*
9. The name of a country such as *England*, *America*, *Spain*, or *Italy.*

WRITE WITH A CAPITAL LETTER:

10. The word *I.*

USE A PERIOD:

11. At the end of a declarative sentence.
12. At the end of an imperative sentence.
13. After the abbreviation *Mr.* or *Mrs.*

Checking your report

Use these questions to help you find out whether you made mistakes in writing your report:

1. Does your report tell enough to be clear and interesting?
2. Did you tell about more than one topic in any paragraph?
3. Is each group of words that has the form of a sentence really a sentence?
4. Did you keep your sentences apart?
5. Did you use capital letters and punctuation marks correctly?

Practice giving your report

Practice giving your report at home before the next lesson. Try to learn it so well without memorizing it that you can give it without using your paper.

5. Using What You Have Learned

Giving reports

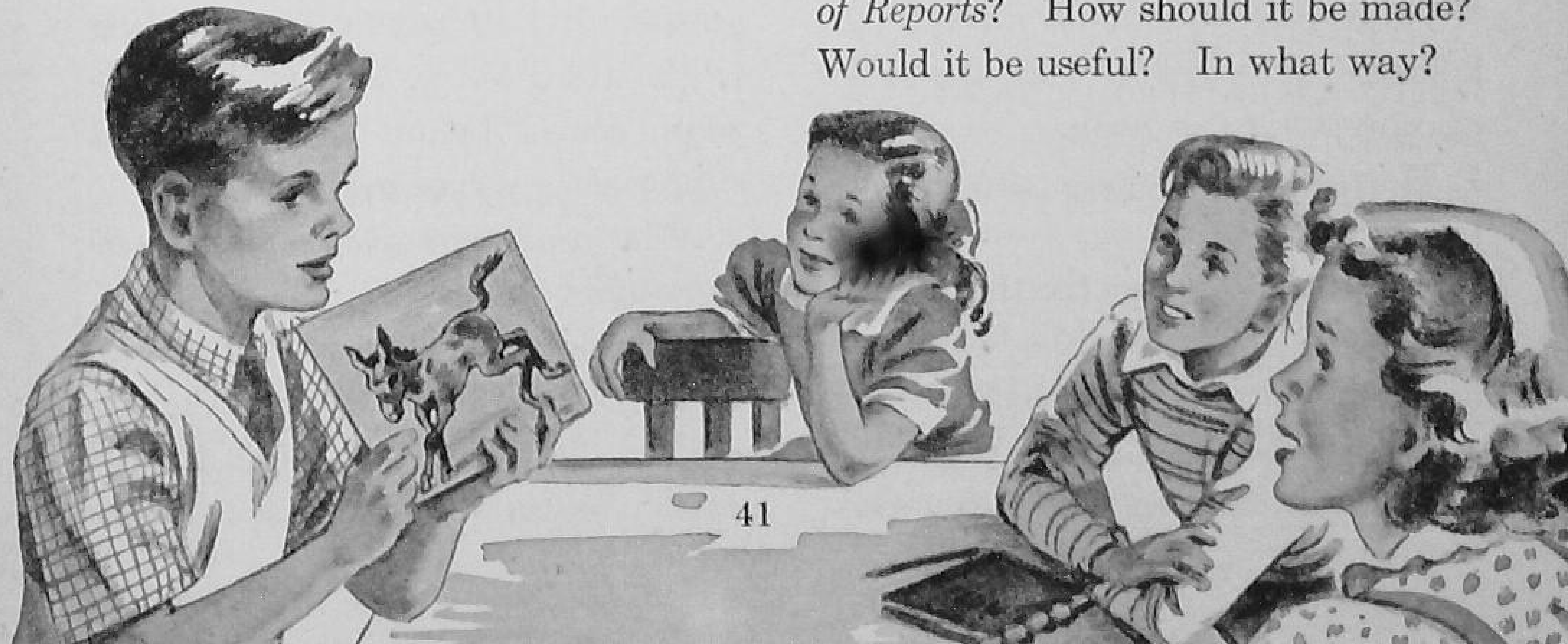
Give your report when you are asked to do so. Do these things:

1. Try to give the report without reading it from your paper.
2. Try to say exactly what you mean. If you use an unusual word or group of words that may not be understood, make clear what you mean by it.
3. Show the class any pictures or objects that you can get to make your report clear and interesting.

Listen to the reports given by others. If someone says something you do not understand, ask him after he has finished giving his report to explain it.

Talking together

1. Did the boys and girls choose good topics? How do you know?
2. Did everyone tell enough about his topic? If not, what else would you like to hear about it?
3. In what ways can the class improve in giving reports?
4. Should the class make a *Class Book of Reports*? How should it be made? Would it be useful? In what way?



CHAPTER FIVE

Using Books in Preparing Reports

1. Two Important Parts of a Book

To read and think over

In looking in a book for information on a topic or a question, it is a waste of time to begin at the front and look over each page. By using the *table of contents* and the *index* of a book, you can find out not only whether the book has information on your topic or question, but also where the information is in the book

The table of contents, which is near the front of a book, gives a list of the titles of the chapters or units in the order in which they come in the book. To the right of each title is the number of the page on which the chapter or the unit begins.

Think how you would answer the following questions by using the table of contents in this book:

1. How many chapters are in the book?
2. On what page does the third chapter begin? The twelfth?
3. Is there more than one chapter on storytelling? On speaking correctly?
4. In what chapters would you look for help in using good sentences? In using punctuation marks?

There is an index at the back of each of most of the books you will use in preparing a report. A good index contains a list of all the important topics on which the book gives information. After each topic are the numbers of the pages on which information about that topic is given.

The topics in an index are placed in alphabetical order, that is, in the order of the *abc's*. Topics that begin with *a* come first in the list. Topics that begin with *b* come next, those with *c* come next, and so on.

Topics that begin with the same letter but do not have the same second letter, are arranged alphabetically according to the second letter. Thus, *ocean liners* comes before *operators* and *talking pictures* comes before *telegraph.*

Topics that have the same first two letters but not the same third letter, are arranged alphabetically according to the third letter. Thus, *pony express* comes before *postriders* and *clipper ships* comes before *clocks*.

1. Why are topics placed alphabetically in an index?
2. Would you look near the beginning, the middle, or the end of an index to find each of these topics?

cacao *olives* *iron* *wax* *turtles*

At the bottom of this page is part of the index of a book called *The World's Messengers*. Find the topic *Airplanes* in it. After the topic *Airplanes*, notice the two **sub-topics** *how guided by radio* and *how they spread the news*. Sub-topics in an index show what the book tells about the main topics.

3. How many sub-topics are given for the topic *Codes*?

4. What different things does the index show that *The World's Messengers* tells about *Boy Scouts*?

In order to use an index properly, you must notice how the punctuation marks are used. For example, notice the topic *Operators, radio*. The page references, 100, 101, 115–117, separated by a comma, show that some information is given on page 100 and some on 101, but no more will be found until page 115.

A dash (–) between two page numbers means that the book tells about the topic or sub-topic not only on the two pages listed, but also on all the pages between those two. For example, the reference *Airplanes, how guided by radio*, 107–110, shows that you may expect to find some information not only on pages 107 and 110, but also on pages 108 and 109.

A semicolon (;) is used to separate the last page number of a sub-topic from the next sub-topic.

5. On what pages does *The World's Messengers* tell something about the topic *Operators*?

6. Find the sub-topics *telephone* and *telegraph* under the topic *Operators*. On which would you expect to find more information? Which reference has more pages?

After the last page reference on the topic *Ocean liners*, you find the words *See also* Ships. This is called a **cross reference**. It means that under the topic *Ships* in the same index, you may find more information about the topic *Ocean liners*.

7. Under what other topic in *The World's Messengers* can you find more about the topic *Codes*?

Airplanes, how guided by radio, 107–110; how they spread news, 322

Boy Scouts, flag signals, 67; heliograph signaling, 76; sign language, 8; whistle signals, 59; wigwag signaling, 69

Codes, used by Indians, 15–19; Indian smoke signals, 85; international flag, 79–82; telegraph, 67–68; used in submarine cables, 195–196; written, 28–29. *See also* American Morse Code, *and* International Morse Code

Ocean liners, telephone messages to, 111–113, 142–144. *See also* Ships

Operators, radio, 100, 101, 115–117; radio, on shipboard, 106–107; telephone, 131–134; foreign telephone, 153; submarine cable, 196–197; telegraph, 176–178

Talking together

1. What are the correct answers to the four questions on page 42 about the table of contents?
2. What is the correct answer for each of the questions you were asked in this lesson about the index of a book?

To do by yourself

Use the table of contents or the index of this book to find answers to the following questions. Use the words printed in italics as topics to look for in the index.

1. In what chapter can you find help in writing poems?
2. On what pages does the book tell things about *records*?
3. Where can you find exercises on using *negatives*?
4. How many sub-topics are given about *news letters*?
5. On what pages do the chapters on using words correctly begin?
6. Between what two pages can you find the most about telling stories?

Number a paper from 1 through 6. After each number write the answer to the question which has the same number.

Check your paper as your teacher reads the correct answers aloud. If you made a mistake, find out why it is a mistake.

2. Key Words and Sub-topics

To read and think over

Sometimes you may not find in a book the answer to a question because you do not choose the right word to look for in the index. The word that you should choose is the most important word in the question. It is often called the **topic** or **key word.**

Which word would you use as the key word in each of these questions?

1. How are oil wells made?
2. Where is rice grown?
3. Of what use are whales?
4. What is the capital of Belgium?
5. What are seven-year locusts?
6. Is sugar made from beets?
7. Where is the Panama Canal?

Often you do not find all the information a book gives on a question if you use only one key word. Take, for example, the question *Is Corn raised in Colorado?* If you use only the word *corn* as the key word, you may not find all the help that the book gives. You may need to use the word *Colorado* as a key word also.

In the following sentences the words printed in italics would be used as key words. What other word would be good to use as a key word, or key words, in each sentence?

8. Is *sugar cane* an important crop in Alabama?
9. Does cocoa come from the *cacao plant*?
10. From what part of *Chile* do we get nitrates?
11. Which is the more valuable *dairy product* in Wisconsin, butter or cheese?

Sometimes you may not find the help that a book gives in answering a question because you do not choose the right sub-topic in the index.

Which sub-topic in the part of an index that follows should be used in finding an answer to each of the four questions that follow it?

Indians, fire and smoke signals, 84–86; how they regarded the first telegraph lines, 191–192; how they sent messages, 18–19; messages carried by runners, 303, 318; picture writing of, 14–18; rubber stamps used by, 30; signal fires of, 84–86; sign language of, 7

12. What did the Indians think of new inventions?
13. Did the Indians use matches?
14. What did the Indians use in place of the telephone? In place of the telegraph? In place of letters?
15. How did Indians use signal fires?

Talking together

1. What word is the best key word for each of the first seven questions in this lesson?
2. What other word, or words, in each of questions 8–11 should be used as a key word?
3. What is the correct sub-topic to use for each of questions 12–15?
4. Why is it important to choose key words and sub-topics carefully?

To do by yourself

Use the index of this book to find answers to the following questions about the book:

1. On what pages can rules for discussions be found?
2. Where are there exercises in pronouncing the ending *ing* correctly?
3. Where does the book tell when a comma should be used?
4. Where can you find out how to use the word *sang* correctly?
5. Where does the book tell about the parts of a letter?

Number a paper from 1 through 5 and write the answers to the questions.

Check your paper as your teacher reads the correct answers aloud.

For extra practice use Exercises I and II on page 57.

3. Reporting Accurately

To read and think over

The following is part of a report that Tom gave on *The Invention of Paper*:

The first paper was made by the Chinese about a thousand years ago. They beat flax straw into a soft pulp. Then they spread the pulp into thin sheets and let them dry. Long before printing was invented, nearly everyone everywhere was writing on paper every day.

"Tom," said David when Tom had finished his report, "are you sure that the first paper was made only a thousand years ago? One book I read said the Chinese invented paper at least two thousand years ago."

"I have a question about another point, Tom," said Karen. "At the time printing was invented, not many people could write. If that is true, how could they have been writing on paper every day?"

"I got my information from one of our newest books," answered Tom.

"Get the book, Tom, and read to us what it says," said Miss Parker.

Here is what the book said:

> Paper was first made by the Chinese about 2100 years ago. To make paper they beat flax straw into a soft pulp and dried this into thin sheets. Long before anyone learned the art of printing, paper was the everyday writing material everywhere.

"I thought I had told exactly what the book said, but I hadn't," Tom admitted.

"When anyone uses information from books, he should be careful to report it accurately," said Miss Parker.

"Should we use exactly the same words that the book uses?" asked Jerry.

"Sometimes, but not always," replied Miss Parker. "Here is a good rule to follow."

Use your own words in telling ideas that you get from reading if your words do not change the meaning of what you have read. Otherwise use the exact words of the book.

Talking together

1. What mistakes did Tom make in his report?
2. Why should the information you give in a report be accurate?
3. What rule should you follow in putting a statement from a book into your own words?

To do by yourself

How would you tell in your own words the information given in the following paragraph?

> In olden times only a few people knew how to write. Most of them were monks who lived together and belonged to the same religious soci-

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eties. The buildings in which they lived were called monasteries. Each monastery had a room known as the scriptorium in which all the books were written. The monks sat or stood in front of desks with sloping tops. Day by day they wrote records of events in the world and made copies of the Bible and of other books.

Write in your own words the information given in the paragraph.

Checking your sentences

If you are asked to do so, read your sentences aloud. Find out whether the class think you gave the information accurately. If you made a mistake, find out why it is a mistake and then correct it.

For further practice use Exercise III, page 58.

4. Using Words Correctly

To read and think over

Decide for yourself which word should be used in each blank:

Have you ever __1__ (eat, ate, eaten) big hickory nuts? Have you never eaten __2__? (any, none) Haven't you __3__ (ever, never) __4__ (eat, ate, eaten) black walnuts? Haven't you __5__ (ever, never) __6__ (went, gone) with __7__ (anybody, nobody) to gather nuts? If you haven't __8__ (ever, never) __9__ (did, done) that, you have missed some great fun.

Last year we __10__ (began, begun) gathering nuts in October, just as we had always __11__ (did, done). There wasn't __12__ (anywhere, nowhere) that we didn't go. Before the first snow __13__ (come, came), we had collected ten bushels of nuts. We had so many that we __14__ (give, gave) some to our neighbors.

Last winter we __15__ (give, gave, given) little parties to which neighbors __16__ (came, come). During the long evenings we __17__ (eat, ate, eaten) nuts and __18__ (sang, sung) songs. There wasn't __19__ (anybody, nobody) who didn't have a good time.

Sue and I have __20__ (went, gone) nutting often. Yesterday morning just after our alarm clock had __21__ (rang, rung), someone __22__ (come, came) up to the door and __23__ (rang, rung) the bell. I had not yet __24__ (began, begun) to dress.

"Who do you suppose has __25__ (come, came) for you, Judy?" asked Mother, who had __26__ (gone, went) downstairs. The question __27__ (give, gave) me a surprise. I couldn't think of __28__ (anybody, nobody) who would have __29__ (come, came) so early.

Then I remembered! Sue had __30__ (come, came) for me to go nutting again. I dressed and __31__ (went, gone) down as quickly as possible. I couldn't find Sue __32__ (anywhere, nowhere).

"I suppose she has __33__ (gone, went) home," Mother said.

Just then Sue __34__ (come, came) out from behind the door.

Testing yourself

Number a paper from 1 through 34. After each number write the correct word to use in each blank.

Check your paper as your teacher reads the correct words aloud.

If you made a mistake, find out why it is a mistake. Then correct your paper. Take your turn with others in reading aloud as many sentences as your teacher asks you to read. Put in the correct words for each blank.

5. Using What You Have Learned

To read and do by yourself

Use the table of contents and the index of this book to find information on the following question:

What important things should you do in taking part in a discussion?

Talking together

Help your class decide upon answers to these two questions: (1) What does this book tell about important things to do in discussion? (2) What rules for courtesy should be followed by everyone taking part in a conversation?

In writing a report that answers the two questions above, how many paragraphs will you need?

Writing a report

Write a report on *Taking Part in a Discussion.* Remember to do these things:

1. Make every sentence in each paragraph tell something about the paragraph topic. Begin a new paragraph when you begin to write about a different topic.
2. Keep your sentences apart.
3. Give accurate information.

When your paper is as good as you can make it, give it to your teacher. If it is very good, it may be put on the class bulletin board.

CHAPTER SIX

Working with Words in Reports

1. Finding the Meanings of Words

To read and think over

In reading to gather information for a report, you may often need to look up the definition of a word in order to understand fully what a sentence means. When Jerry first saw the word *swine* in the following paragraph, he did not know what it meant:

On nearly every good farm in the Middle West there is a herd of swine. The younger animals in the herd are fattened for about nine months. Then they are sent to a meat-packing house

where they are butchered. Their meat comes to us as sausage, bacon, pork chops, or pork roasts.

Jerry read carefully the first sentence in which the word *swine* is used. The words *herd* and *farm* made him think that swine are animals.

From part of the second sentence he knew that they are animals. From the last sentence he learned that their meat is pork, bacon, and sausage. With these ideas, Jerry decided that swine are pigs and hogs.

Jerry's way of trying to find the meaning of a word is called **using the context.**

The part of the context you may need to use in trying to discover what a word means may be a word, a group of words, a sentence, or a group of sentences. It may come before or after the strange word. If the context does not give you the meaning of a word, you may need to use a dictionary.

Talking together

1. When you read, why must you know the meaning of words?
2. What is meant by using the context to find the meaning of a word?
3. May the context you need be a single word? What else may it be?
4. When the context does not give the meaning of a word, how may you find out what it means?

Help your class decide what part of the context gives the meaning of each word in italics in the following paragraph:

Usually the *sexton* took good care of the village church. He kept it clean and warm. He dusted each *pew* regularly so that no one would soil his clothes when he sat down. Frequently he climbed to the *cupola* at the top of the building to examine the old cracked bell that hung there. Each evening at six o'clock he *tolled* the bell, striking it with single strokes, slowly and regularly.

To do by yourself

Use the context to find the meaning of the word in italics in each of the following paragraphs:

(1)

Late in the spring the settlement was no longer *tenable* against the Indians. The supply of gun powder was gone. Every man knew that the little band of settlers could hold out no longer.

(2)

The stain made by peach juice is almost *indelible.* On any kind of cloth the stain is more lasting than that made by the juices of most other fruits. It is nearly impossible to get out the brown spots left by drops of peach juice.

(3)

Years ago Greek and Roman boys wrote on wax tablets. Often each boy made his own *stylus* out of a piece of bone or metal. With its point he made letters in the wax.

Write the three words printed in italics. Number each word to show to which paragraph it belongs. After each of the three words, write the meaning that the context gives you.

Check your paper as your teacher gives the correct meanings of the three words. If you made a mistake, find out why it is a mistake.

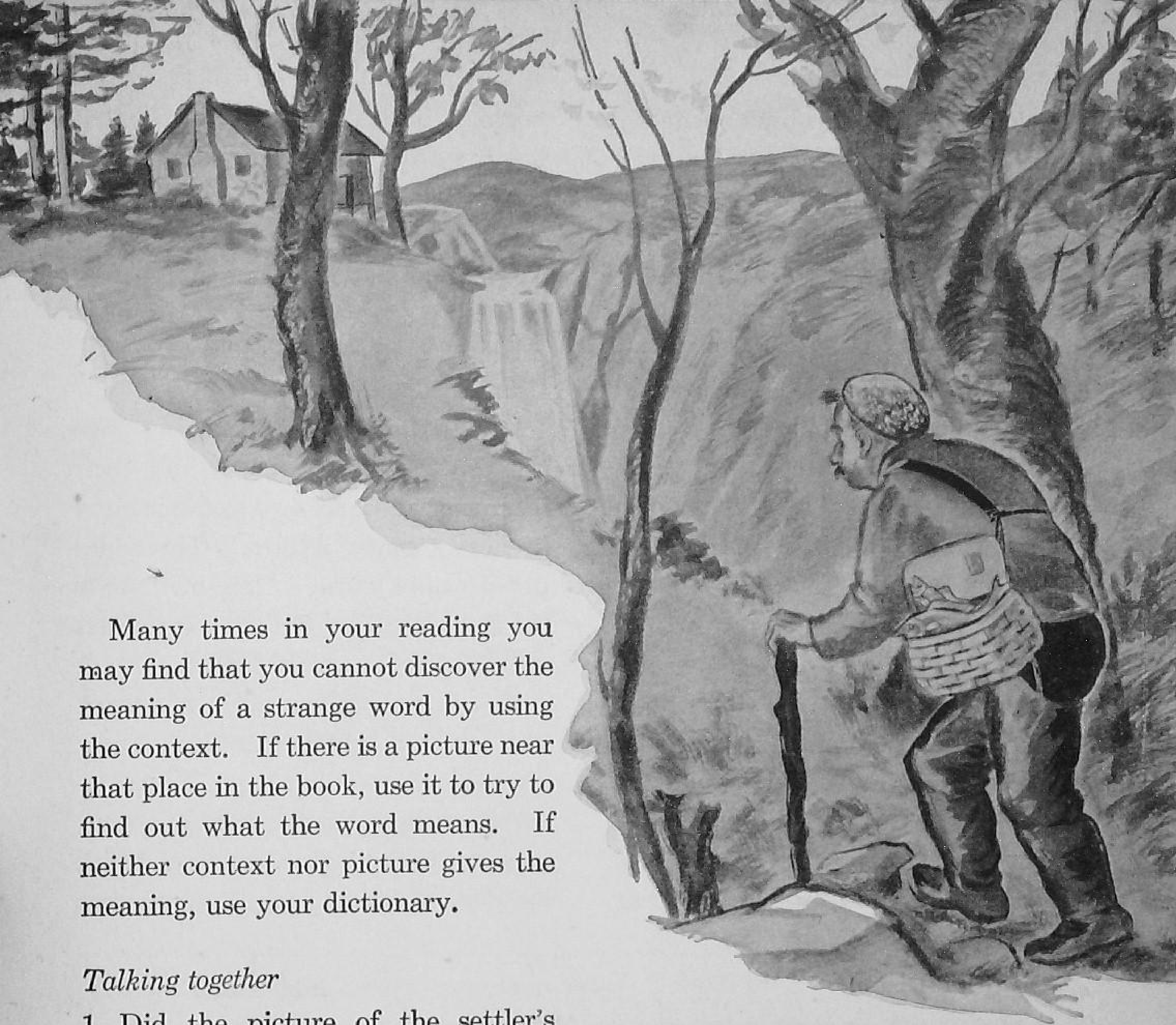
2. Using Pictures

To read and think over

Does the context tell the meaning of any of the words printed in italics in this paragraph?

In the main room the settler's *flintlock* hung above the fireplace. The burning log was supported by *andirons*. On the *spit* three ducks were slowly roasting. In a corner of the room one of the settler's *progeny* played on an old *spinet*.

Decide for yourself whether the picture below gives the meaning of each of the five words printed in italics in the preceding paragraph.



Many times in your reading you may find that you cannot discover the meaning of a strange word by using the context. If there is a picture near that place in the book, use it to try to find out what the word means. If neither context nor picture gives the meaning, use your dictionary.

Talking together

1. Did the picture of the settler's home give the meaning of any of the five words in italics? What does each of the words mean?
2. Of what use can pictures in a book be?
3. What should you do if neither the context nor a picture helps you to find the meaning of a word?

To do by yourself

Use the picture on this page to help you find the meaning of each word printed in italics in the following paragraph:

Slowly the old *codger,* leaning on his *cudgel,* climbed the steep slope toward his *abode* which stood near a *cataract.* In his *creel* he carried at least a dozen *carp.* The *mottled beret* on his head was the strangest thing about him. We thought it seemed very *foreign.*

Make a list of the words printed in italics in the paragraph.

After each word, write the meaning which you think the picture on page 51 gives for that word. If you think the picture does not give the meaning of certain words, do not write anything after such words.

Working together

Help your class decide what meaning, if any, the picture gives for each of the words printed in italics.

3. Using a Dictionary

To read and think over

The words listed in a dictionary are arranged in alphabetical order, just as topics are listed in the index of a book. First, come the words that begin with *a*; next, the words that begin with *b*; then, the words that begin with *c*; and so on, through the words that begin with *z*.

1. How would you arrange these words in alphabetical order?

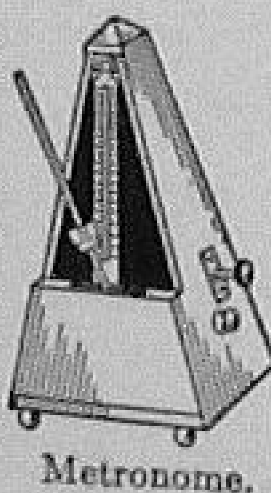
bonnet	toy	copy	barrel
cottage	tar	box	tax

At the top of each dictionary page that gives a list of words and their meanings, there are two words printed in heavy black letters. These are called **guide words.** One of them is the first word, and the other is the last word in the list on that page.

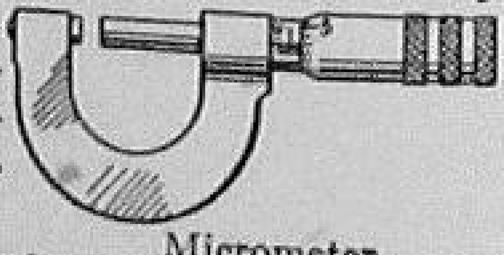
By using the guide words on a page, you can tell whether to look for a given word on that page. For example, if the guide words on a certain page are *dove* and *drab*, you would look for *doze* on that page because *doze*

metric ton 389 **middleman**

met′ric ton. A weight of 1,000 kilograms, or 2,204.6 pounds avoirdupois.
met′ro·nome (mĕt′rō·nōm), *n.* An instrument for marking exact time, especially in music.


Metronome.

me·trop′o·lis (mē·trŏp′ō·lĭs), *n.*; *pl.* METROPOLISES (-lĭs·ĕz). 1. The chief city or capital city of a country, state, region, etc.; as, New York is the *metropolis* of America. 2. A chief center of anything; as, the *metropolis* of art.
met′ro·pol′i·tan (mĕt′rō·pŏl′ĭ·tăn), *adj.* Having to do with, or belonging to, a metropolis; as, the *metropolitan* area; also, of or relating to an archbishop. — *n.* 1. A person who lives in, or has the manner, customs, etc., of, a metropolis. 2. An archbishop.
met′tle (mĕt′'l), *n.* Temperament; courage.
Mich′i·gan (mĭsh′ĭ·găn), *n.* A State in the north central United States.
Mich′i·gan, Lake. One of the Great Lakes.
mi′crobe (mī′krōb), *n.* A germ; an animal or plant that is so small that it can be seen only with the aid of a microscope.
mi·crom′e·ter (mī-krŏm′ē·tẽr), *n.* An instrument for measuring extremely small distances.


Micrometer.

Mi′cro·ne′si·a (mī′krō·nē′-shĭ·ȧ; -shȧ), *n.* An archipelago of small islands in the Pacific Ocean, east of the Philippines. — **Mi′cro·ne′sian** (-shăn; -zhăn), *adj.* & *n.*
mi′cro·or′gan·ism (mī′krō·ôr′găn·ĭz'm), *n.* Any organism of extremely small size.
mi′cro·phone (mī′krō·fōn), *n.* An instrument used in increasing or sending sounds; as, a radio *microphone.*

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comes between *dove* and *drab* in an alphabetical list.

2. Which of the following words would you expect to find on a page that has the guide words *scorn* and *scrag*?

scratch scour scout scream
scrawny satchel sample scourge

3. If you are looking at a certain page on which the guide words are *now* and *number*, would you turn pages to the left or the right to find each of the following words?

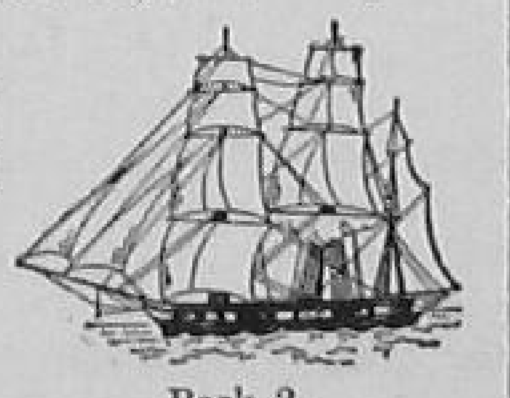
mast gable habitat ogre
steam volume partner nation

Talking together

1. Why are the words in a dictionary listed alphabetically?
2. What are guide words? How do they help you find a word quickly?
3. What are the correct answers to each of the three questions you were asked in the first part of this lesson?

Below are the different meanings given for the word *bark*.

[1]**bark** (bärk), *n.* The tough outside covering of the stem, branches, and roots of trees, shrubs, etc. — *v.* **1.** To remove the bark from. **2.** To rub or take the skin off; as, to *bark* one's shins.
bark (bärk), *n.* The short, loud noise uttered by a dog, a fox, etc.; also, any similar sound, such as a hoarse cough. — *v.* To utter a bark; also, to make a similar noise or cry; as, the guns *barked* a salute.
bark (bärk), *n.* **1.** Any sailing vessel or boat. **2.** A three-masted vessel of a particular type.


Bark, 2.

Help your class decide which of the meanings given is the correct one to use in each of the following sentences:

1. Don't bark your shins!
2. Can a fox bark?
3. A birch tree's bark is white.
4. His old bark faced many storms.

Often in looking up the meaning of a word, you will need to keep this rule in mind:

> **When you find that a word in a dictionary has more than one meaning, choose the meaning that fits best in the sentence in which you found the word.**

Writing sentences

Use your dictionary to find the best word or words to use in place of the word in italics in each sentence:

1. The tiger crept through the *brake*.
2. His *mount* jumped the gate.
3. I don't use a *crop* on a horse.
4. The firemen *scaled* the wall.
5. He carried a pig in a *poke*.
6. Jack and Tom are *fast* friends.
7. Who asked the *sage* for advice?
8. Mother made *conserves* today.

Check your paper as your teacher tells you correct words to use in place of the words in italics.

For more practice use Exercise IV on page 58.

[1] By permission; from Webster's Elementary Dictionary, A Dictionary for Boys and Girls, copyright, 1935, by G. & C. Merriam Company.

4. Words of Like Meaning

To read and think over

Read the following report. Then for each word, or words, printed in *italics* choose a word, or words, from the list that has the same number. Choose words that change the meaning of the report as little as possible.

Use the context, the picture, and your dictionary to help you find the meaning of any word that you do not know.

THE GREAT HORNED OWL

Isn't the name Great Horned Owl (1) *appropriate* for such a (2) *fierce* bird? The horns, however, are not as dangerous as they (3) *look*. They are (4) *merely* two (5) *tufts* of feathers. Like most owls, this owl has a (6) *sage* appearance.

Because of its (7) *unusual* call, "Too-who-hoo-hoo!" the Great Horned Owl is (8) *ordinarily* called the Hoot Owl.

Like other owls, the Great Horned Owl kills and eats other animals. Often it (9) *destroys* more than it eats. Because it kills barnyard fowls, songbirds, squirrels, and rabbits, we consider it one of our (10) *foes*. Its (11) *practices* are much like those of the Little Horned Owl (Screech Owl), but because the little owl (12) *devours* only insects and small animals such as mice, we call it a friend.

1. good	2. strange	3. feel
kind	savage	seem
fitting	funny	show
timely	crazy	appear
great	mean	pretend

4. scarcely	5. groups	6. cruel
slightly	patches	wise
only	points	cocky
faintly	bunches	kind
hardly	gangs	gentle

7. awful	8. commonly	9. kills
unique	seldom	takes
beautiful	sometimes	hunts
lovely	rarely	damages
pleasing	often	injures

10. aliens	11. intentions	12. takes
enemies	purposes	seizes
rivals	habits	catches
griefs	looks	eats
worries	ideas	hunts

Copying the report

As you copy the report put in the words you chose.

Talking together

If you are asked to do so, read aloud the report as you wrote it. Find out whether everyone chose the same word for each number.

Help the class decide which word in each list is the best to use.

Lambert

WHAT BIRD IS THIS?

To think over

What kind of owls have you seen? Where were they? What good are owls to us? What can you tell about the habits of owls?

5. Using What You Have Learned

To read and do by yourself

Do you know the meaning of each of the fifteen words printed in italics in the following paragraphs?

(1)

The flowers and shrubs in Jack's front yard had been *blighted* by the long drouth. None of them could be *salvaged*. Jack knew that the loss of the *annuals* was not serious. Next year he could grow them all again. But it would take more than one year to replace the *perennials* by growing new ones.

(2)

During the *ablution* it was easy for Tom to hold his dog Fags in the tub and to get him clean. Fags' *countenance* was one of *despair*. He had lost all hope of getting free.

(3)

Mary sat in front of an *easel* while she painted the picture. She had spread a *duffel* across her lap. In her left hand she held her *palette*.

(4)

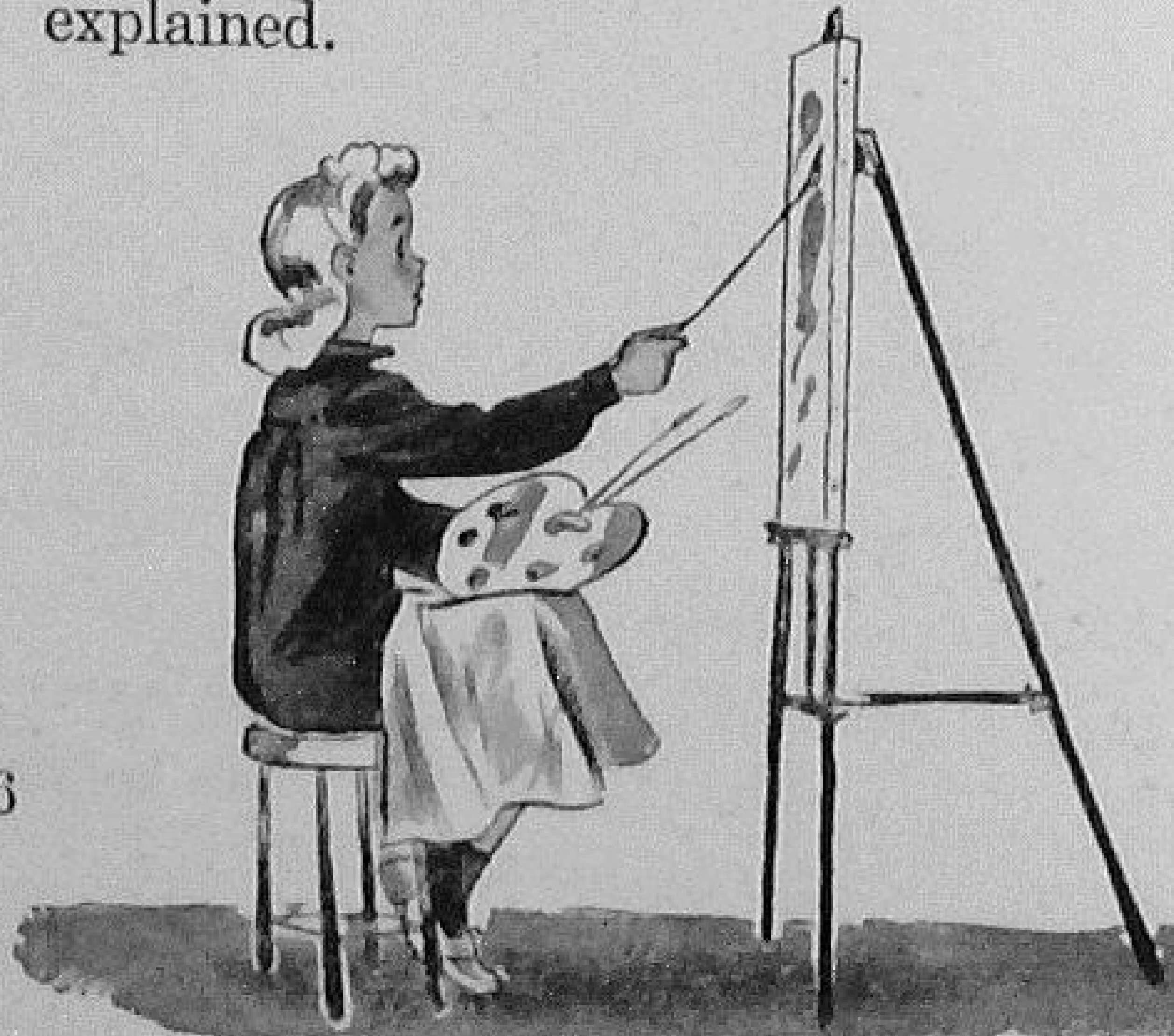
By July the *emigrants'* problems were *onerous*. It seemed that nothing could be done to *obviate* the difficulties. To make things worse, the oxen seemed unable to *muster* the strength they needed for the long *trek* to the settlement.

Find the meaning of each of the fifteen words which you do not know. Use the context and the picture on this page to help you. If you need to, use the dictionary to find a meaning or to check on the meaning you think the context or the picture suggests.

Write and number the fifteen words. Then after each word write the word *context*, the word *picture*, or the word *dictionary* to show which you used in finding the meaning of the word in your text.

Working together

Help the class decide whether the meaning of each of the fifteen words is given in the context, in the picture, or whether you must use the dictionary to find that meaning. Discuss the meaning of each word. If you do not understand a mistake that you may have made, ask to have it explained.



More Practice

I

Using a table of contents and an index

By using the table of contents and the index of this book, find answers to the following questions. Use the words printed in italics as topics to look for in the index. Write the answers.

1. What chapter is about book reports, motion pictures, and radio programs?
2. On what pages are there exercises in using *teach* and *learn* correctly?
3. How many sub-topics are given about *storytelling*?
4. Between what two pages can you find information about *improving business letters*?
5. On what page does the chapter about discussions begin?
6. On what pages can you find out how to write a *book list* correctly?

II

Finding key words and sub-topics

In each of the following questions, one key word is printed in italics. What other word in each question might you need to use as a key word?

1. Are *lightning* and electricity the same?
2. Is *gelatin* a packing-house product made from the feet of pigs?
3. For what kinds of work are *mules* better suited than horses?
4. How is sand used in making *glass*?
5. In what ways are toads different from *frogs*?
6. What is the difference between a crocodile and an *alligator*?

The following topic and sub-topics are from the index of a book on foods:

Bananas, appearance of the plant, 27; food values of, 34–35; how harvested, 28–29; how planted, 29–30; how ripened, 31; how shipped to market, 31–32; uses of, 34, 36; varieties of, 27; where grown, 32–34

Think which sub-topic you would use in trying to find an answer to each of these questions:

7. How does a banana plant look?
8. In what climate do bananas grow best?
9. What are the most common kinds of bananas?
10. Are bananas a good food for boys and girls?
11. Are bananas used in any way except as raw fruit?
12. How are bananas ripened?

half an inch farther to the right. Indent the first line of each paragraph the same distance. Begin all other lines of the body even with the beginning of the greeting.

4. Write the closing on a line by itself. Begin it about half way across the page.

5. Write the signature on a line by itself on the right side of the page.

With your book closed, write the following letter as your teacher dictates it:

614 Elder Street
Elgin, Illinois
October 5, 1941

Dear Bob,

I was glad to hear that you won the soap-box derby in Pontiac. Was it a close race? I hope you will win again in the state contest.

Dad and I are making a car now. Maybe I can use it in a derby race. I am having fun doing the work. How did you fasten your front axle so that it will turn? Do your wheels have rubber tires?

Sincerely yours,
Margaret Hope

Use the printed letter, the rules, and the letter pattern on page 63 to check your copy of the letter. Find out whether you used capital letters and punctuation marks correctly and whether you placed each of the five parts correctly on your paper. If you find any mistakes, correct them.

Show your paper to your teacher. Make a new copy if you need to.

Help your class choose a copy that is neat and correct for the class bulletin board.

3. Writing a Letter

To read and do by yourself

Choose someone to whom you need to write a letter. These questions will help you:

1. Who has written a letter to you that needs to be answered?
2. Who has been absent from school for several days?
3. What friend of yours has moved away?
4. Who would like to hear some news that you know?
5. What relative of yours would like to hear from you?

Choose a few topics which will interest the person to whom you are writing. The list of topics you made a few days ago and the pictures on pages 64 and 65 should help you. The following questions should help you too:

1. What questions were asked in the last letter you received from the person to whom you are writing?

HEADING →

1314 Monroe Street
Pontiac, Michigan
October 1, 1941

GREETING →

Dear Bill,

BODY →

The Hobby Club has been doing interesting things since you left. Last Saturday we hiked to the beach. There Tom told us about the shells we found. At the last meeting, Janet showed us the needle work she made. Dick told us how he and his dad made their radios. Jack was elected to take your place as secretary.

Bob Smart won the soap box derby last week. He goes to the state contest soon.

CLOSING →

Sincerely yours,

SIGNATURE →

Edith Howard

2. Do you know any news about some friend of the person to whom you are writing?
3. What interesting things have happened at home or at school?
4. What have you made?

In planning what you will say in your letter, use the rules on page 59.

Think how you will place your letter on paper. Use the pattern on page 63 and the rules on pages 61 and 62 to help you.

Writing and correcting your paper

Now write your letter on a clean sheet of paper. Then use the following questions to help you find ways to improve it:

1. Does each sentence in your letter say exactly what you intended to say?
2. Is each group of words that looks like a sentence really a sentence?
3. Did you keep your sentences apart? If you did not, what should you do to separate them?
4. Did you begin a new paragraph each time you began to write about a different topic?
5. Did you place each part of the letter correctly on the paper?
6. Did you use capital letters and punctuation marks where they were needed?

If you found any mistakes in your letter, correct them. Make a new copy of it if you need to. Then, if you wish, show it to your teacher. Make any improvements that are suggested.

Take your letter home. Plan to mail it soon.

What gift have you received?

4. Good Business Letters

To read and think over

The following is a business letter

What is happening in your town?

that Miss Parker's class wrote. How many parts does it have? How is it different from a friendly letter?

Room 12
Lee School
Farmville, Virginia
October 5, 1941

Maxwell Steel Company
441 South Archer Street
Sharon, Pennsylvania

Dear Sirs:

We should like to have a copy of each of your free pamphlets about the making of steel. May we also have any free pictures which show how steel is made?

Sincerely yours,
Donald Roberts

The boys and girls made the following three rules for writing the body of a business letter:

1. Tell everything that the person to whom you are writing must know in order to do what you want done.
2. Don't waste the time of the person to whom you write. Tell only what he needs to know, and tell it only once.
3. Give the purpose of your letter at or near the beginning.

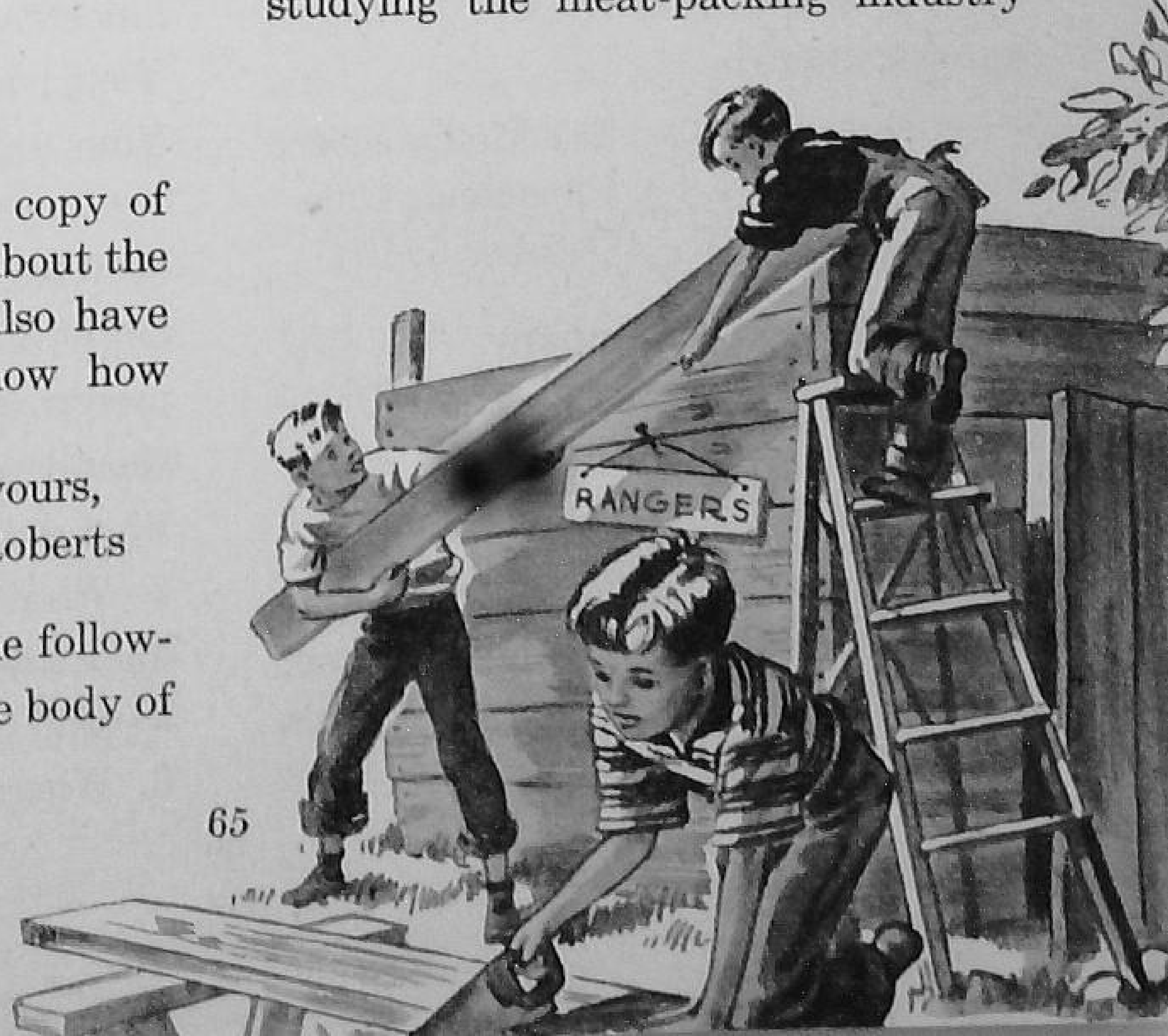
Does each of the following letters follow each of the three rules? How could each letter be improved?

Whittier School
Denver, Colorado
October 5, 1941

Morris Packing Company
6524 Brighton Avenue
Denver, Colorado

Gentlemen:

In Miss Clark's class we have been studying the meat-packing industry



What is your club doing?

for two weeks. It has been interesting. We should like to visit your plant next Friday. Would that be a convenient time for you?

Sincerely yours,
Fred Burke

1213 Oak Street
Lebanon, Indiana
October 5, 1941

Acme Sporting Goods Company
2425 Prairie Avenue
Chicago, Illinois

Dear Sirs:

Please send me the black football helmet numbered 246 in your catalog for 1941. I am enclosing a post office money order for three dollars. Please do not send any other helmet. The one I have told you about in this letter is the one I want.

Yours truly,
Joe Strong

233 Melby Street
Cleveland, Ohio
October 5, 1941

Harper Clothing Company
1515 Stowell Street
Detroit, Michigan

Gentlemen:

I am four feet and seven inches tall. I weigh seventy-five pounds. I wear a size 12 coat with 19-inch sleeves. Please send me the tan leather jacket numbered 23 in your 1941 catalog. I am enclosing a check for four dollars.

Yours truly,
Betty Marks

Talking together

1. How many parts does a business letter have?
2. The three lines just above the greeting are called the **inside address.** What does each of the lines tell? Where are capital letters used in this address? What punctuation mark is used? Where?
3. These greetings are used in business letters. When should each be used?

Dear Sir:	Dear Madam:
Gentlemen:	Dear Sirs:

4. What punctuation mark should be used after the greeting?
5. Which of these closings are proper to use in business letters?

Sincerely yours,	Yours truly,
Your friend,	With love,
Your pal,	Most affectionately yours,

6. What should Fred Burke have left out of his letter? If you had been the person who received that letter, what should you have wanted to know that Fred did not tell?
7. What should Joe have left out of his letter? Did he tell all he needed to tell?
8. Where did Betty give the purpose

of her letter? Where should she have put it?

9. Which of the three rules for writing business letters did each writer fail to follow?

10. Why is each rule important?

11. For what reasons may you need to write a business letter? For what reasons may your class need to write one?

Help your class decide what information should be given in writing each of the following business letters:

1. A class letter asking to visit the city water works
2. A class letter ordering a subscription to a magazine such as *The American Boy*
3. A class letter ordering ice cream for a class party
4. A class letter asking for a free book about a topic being studied

To do by yourself

Use the following body of a letter in writing to Walton's Bakery which is at 414 Main Street in Paris, Illinois. Use your school address and the present date in the heading. Put in a proper greeting. Think what changes should be made in the body of the letter in order to follow the three rules on page 65. Choose a proper closing and sign your own name.

Please send our class some chocolate cakes. We all like chocolate cake best. Please don't send any other kind.

Now write your letter with the changes that you think should be made. Place the six parts correctly on your paper. Use capital letters and punctuation marks where they are needed.

If you are asked to do so, write your letter on the board. Find out whether the class think it can be improved. Make any corrections that are needed.

5. Using What You Have Learned

To read and think over

Here are a few places to which Miss Parker's class wrote business letters:

1. To the National Safety Council, 20 North Wacker Drive, Chicago, Illinois. In their first letter to the council, the class asked for a list of booklets about safety. In their second letter they ordered one copy of each of several pamphlets. In their third letter they asked about the price of forty copies of one booklet.
2. To life insurance companies, asking for pamphlets about health.
3. To the Department of Agriculture, Washington, D.C., asking for booklets about birds, plants, insects, hogs, sheep, fruits, and other topics.

4. To the Chamber of Commerce in a large city, asking for booklets and pictures about that city.
5. To railroad companies and bus companies, asking for booklets about interesting places to visit.
6. To a factory, asking for permission to visit.
7. To the State Tourist Bureau in the capital city of a state, asking for information about that state.

Think of a business letter which the class should write. These questions will help you:
1. What help does the class need on a topic it is studying?
2. What does the class need in order to do something it wants to do?
3. What should the class visit? Who can help the class do something?

Think to whom the letter should be written and what it should say.

Writing a letter together

Help your class decide what letter should be written and what it should say. When you think of something that has not been given before, put it into a sentence for your teacher to write on the board.

When the letter is written, decide whether it follows the three rules you learned. If you know how the letter can be made better, tell what to do to improve it.

Copying the letter

Without looking at the board, try to make a perfect copy of the letter. Place the six parts correctly on your paper. Use capital letters and punctuation marks where they are needed.

Help the class choose a copy that is neat and correct to be mailed.

CHAPTER EIGHT

Capital Letters and Punctuation Marks in Letters

1. Reviewing Capital Letters

To read and think over

In the following letter find each letter that has a number above it and decide why it is printed as a capital letter:

414 [1]Mulberry [2]Street
[3]Dunbar, [4]Nebraska
October 10, 1941

[5]Dear Mary,

What are you going to do on [6]Thanksgiving? [7]Shouldn't you and [8]Bill like to come here then? You could start when school is out on [9]Wednesday, [10]November 26. Why don't you bring your dog [11]Taps with you?

Your friends, [12]Professor and Mrs.

[13]L. O. Barker, will be here when you come. They and [14]Miss Carr have just returned from [15]Asia. [16]Mrs. Barker brought some pottery from [17]Japan, and she has some [18]Chinese clothing. You would like to see them.

How is the Round [19]About Club? Are they still collecting old-fashioned clothes for the plays they give?

Ask your mother to tell me whether she uses Golden [20]Arrow Mince Meat. [21]I get it at the [22]Best Foods Grocery here in Dunbar. It is good.

[23]With love,

[24]Aunt Jessie

Which of the following rules explains why each numbered capital letter was used in the letter?

USE A CAPITAL LETTER TO BEGIN:

(a) **The title of a person when it is used with his name.**
(Doctor, Professor)
(b) **The abbreviation** *Mr.* **or** *Mrs.* **and the word** *Miss.*
(c) **The first word in a sentence.**
(d) **The first word in the closing of a letter.**
(e) **The first word and each name or title in the greeting of a letter.**
(f) **The name of a person.**
(g) **The name of a pet.**
(h) **The name of a month.**
(i) **The name of a day or week.**
(j) **The name of a race or of a nationality.**
(Malay, Dutch)
(k) **The name of a country.**
(France, Brazil)
(l) **The name of a town or city.**
(m) **The name of a state.**

USE A CAPITAL LETTER TO BEGIN EACH IMPORTANT WORD IN:

(n) **The name of a street.**
(Avenue of Pines, Oak Street)
(o) **The name of a geographic area.**
(The Gulf of Mexico)
(p) **The name of special days.**
(The Fourth of July, Christmas)
(q) **The name of a club or any other organization.**
(The Boy Scouts of America)
(r) **The name of a company or of a business.**
(The Allen and Jones Bakery)
(s) **The name of a special product.**
(Just Right Bread)

USE A CAPITAL LETTER FOR:

(t) **The word** *I.*
(u) **Each initial in a person's name.**

Number a paper from 1 through 24. After each number write the letter of the rule which gives the reason for the capital letter with that number.

Check your paper as your teacher reads the numbers and the correct

letters aloud. If you made any mistake, find out why it is a mistake.

2. Reviewing Punctuation Marks

To read and think over

Think why each punctuation mark which has a number above it is used in the following letter:

4254 Archer Street
Omaha,[1] Nebraska
October 15,[2] 1941

Dear Aunt Jessie,[3]

It will be good to be at the farm again for Thanksgiving.[4] Bill and I will get to Dunbar about dinner time on Wednesday,[5] November 26. We will bring Taps with us. Thank you for asking us to come.

How glad I shall be to see Professor and Mrs.[6] L. O.[7] Barker![8] Did they have a good time on their trip?[9]

The Round About Club is still alive. No,[10] we're not collecting old clothes any more. We are interested in making pictures now.

Yes,[11] Mother uses Golden Arrow Mince Meat. She likes it too.

With love,[12]
Mary

Which of the following rules for using punctuation marks explains why each numbered punctuation mark is used in the letter?

(a) Use a question mark at the end of a question.
(b) Use an exclamation mark at the end of an exclamation.

USE A PERIOD:

(c) At the end of a sentence that tells something or gives a command.
(d) After each initial in a person's name.
(e) After the abbreviations *Mr.* and *Mrs.*

USE A COMMA:

(f) Between the name of a town or city and the name of a state.
(g) After the greeting in a friendly letter.
(h) After the closing in a letter.
(i) Between the day of the month and the year in writing the date.
(j) Between the name of a day and the name of a month. (Monday, April 4; Friday, October 18)
(k) After the word *yes* or the word *no* when it is the first word in an answer to a question. (No, I can't come. Yes, Jack will be there.)

Talking together

Help your class decide which rule

explains why each numbered punctuation mark is used in the letter.

Testing yourself

Think why each capital letter and each punctuation mark used in this letter is needed:

4254 Archer Street
Omaha, Nebraska
October 15, 1941

Dear Aunt Jessie,

What a good time we are going to have next Thanksgiving! Uncle Jack and I can take Taps hunting on Friday. Maybe Doctor Hill will go too.

Did Professor and Mrs. Barker bring any pictures from Japan and China? How did Miss Carr happen to go with them? Does she live in Dunbar now?

Yes, Mother uses Golden Arrow Mince Meat. She gets it at The Sunshine Grocery. Are you going to make a mince pie for us?

With love,
Bill

With your book closed, write Bill's letter as your teacher reads it aloud. Use the capital letters and the punctuation marks that are needed.

Check your copy with the letter above. Correct any mistakes you made.

3. Using Words Correctly

To read and think over

From the list of words above each paragraph, choose the correct word for each blank in that paragraph.

Choose SAW, SEEN, GREW, GROWN, THREW, *or* THROWN:

1. We __1__ Chubby today. He has __2__ taller. When Dad __3__ him last week, Chubby said he had __4__ four inches. I have __5__ Chubby many times in wrestling. Today he __6__ me down twice.

Choose DID, DONE, COME, *or* CAME:

2. Have you __7__ what I asked you to do, Tom? I __8__ those two errands. Joe __9__ over at ten o'clock. After he had __10__, we __11__ the yard work.

Choose WENT, GONE, RUN, *or* RAN:

3. Where have they __12__? They __13__ to school. They have __14__ alone.
4. Bill __15__ in a race today. He __16__ fast enough to win. No one else had __17__ that well.

Choose EAT, ATE, EATEN, DRANK, *or* DRUNK:

5. We __18__ pancakes for breakfast. Dad and I __19__ ten of them. How many have you __20__ at a meal? I __21__ three glasses of milk too. How much have you __22__ at a meal?

Choose TOOK, TAKEN, WROTE, *or* WRITTEN:

6. Have you __23__ the letter I __24__ to the post office? Yes, I __25__ it there

this morning. Have you 26 others for me to take?

Choose GIVE, GAVE, *or* GIVEN:

7. Mother 27 me a coat. Dad 28 me a cap. Has Dick 29 you anything?

Choose KNEW, KNOWN, BROKE, BROKEN, DROVE, *or* DRIVEN:

8. After Dad 30 that he had 31 a bumper, he 32 to the garage. He said he would not have 33 it if he had 34 more carefully. I have never 35 him to drive carelessly.

Choose RANG, RUNG, SANG, SUNG, BEGAN, *or* BEGUN:

9. Has the last bell 36? Have they 37 the last song? Yes, the bell 38 and the class 39 the last song. They have 40 to leave. They 41 to leave when the bell rang.

Choose ANYWHERE, NOWHERE, NO, ANY, ANYBODY, NOBODY, NEVER, *or* EVER

10. Aren't you going 42 today? I haven't 43 place to go. I haven't 44 to go with. Why can't Edith 45 come here?

Testing yourself

Number a paper from 1 through 45. Write the words that should be used in the blanks.

Check your paper as the correct words are read aloud. If you made any mistake, find out why it is a mistake. Take your turn, reading aloud one or more of the sentences, putting in the correct words.

4. MORE ABOUT CAPITAL LETTERS AND COMMAS

To read and think over

Think of a reason for each capital letter used in the words printed in italics in the following sentences. Use the rules on page 73 if you find that you need help.

1. I wrote to the *Department of Interior* to get this booklet.
2. Mr. Stone was elected to *Congress* this fall.
3. Miss McCoy asked me what the *Bill of Rights* was. I knew it was not the same as the *Declaration of Independence.*
4. Have you read the *Constitution of the United States*?
5. We studied the *Crusades.*
6. Do you go to the *First Methodist Church*?

Think of a reason for using each comma in the following sentences. Use the rules on page 73 if you need help.

7. I took my football, headgear, shoulder pads, and sweater to school.

8. Mother bought a pound of cheese, a box of grapes, cake, and cold meat.

9. Did you go to the game, Tom?

10. Don't tell anyone, Mary, about the surprise I have for Mother.

11. Jim, are you twelve years old?

> USE A CAPITAL LETTER TO BEGIN:
>
> **1. Each important word in the name of a department of government.** (Senate, Legislature, Department of Agriculture, Police Department, Supreme Court
>
> **2. Each important word in the name of a famous event or document.**
> (Revolutionary War, Battle of Gettysburg, Magna Charta)
>
> **3. The name of a church or of a religion.**
> (Christianity, Catholic, Protestant, First Baptist Church)
>
> USE A COMMA:
>
> **4. To separate words or groups of words in a list or series in a sentence.**
> Examples: (a) I took candy, peanuts, popcorn, and lemonade at the circus. (b) Jack has a new suit, new shoes, a new hat, and a red tie.
>
> **5. To set off from the rest of the sentence the name of the person who is spoken to.**
> Example: Send me the book, Betty.

Talking together

1. Which rule explains why a capital letter is used in the words printed in italics in each of sentences 1–6 on page 72? Which rule explains why each comma is used in the next five sentences?

2. By following rule 4, can you make the meaning of this sentence clear?

I must have the window glass door hinges wire nails and putty before I can finish the job.

Testing yourself

As your teacher reads to you the following sentences, write them correctly.

1. Write to me soon, Betty.
2. Let me know, Sam, when to come.
3. Today I ran errands, played ball, worked at home, and went to a show.
4. This is Park Avenue Church.
5. We shall have cocoa, sandwiches, cake, and ice cream for the party.
6. I saw the Fire Department today.
7. Who won the Battle of Trenton?
8. I have read the Declaration of Independence.

Check your paper with the sentences above. If you made any mistakes, correct them.

5. Using What You Have Learned

To read and do by yourself

Find each capital letter and punctuation mark in the following letter:

256 Elm Street
Canton, Ohio
October 17, 1941

Dear Jim,

We are practicing football. Mr. J. C. Fox is coaching us. He has just come from Canada.

We call our team the Red Coats Club. Each of us has a sweater, shoes, a helmet, and pads. We practice near the First Baptist Church. Last Monday Ted got a black eye in practice. How scared he was until Doctor Brown took care of it!

Could your team play us, Friday, October 31? That is Halloween.

You asked whether Pudge still eats Good Taste Candy. Yes, he does. His uncle works for The Golden Candy Company. I wish I had an uncle like that.

Your old pal,
Terry Cave

Write the letter as your teacher reads it aloud. Check your copy of the letter. Correct your mistakes.

For more practice use Exercises I and II, pages 84 and 85.

CHAPTER NINE

Using Good Sentences in Letters

1. Two Parts of a Sentence

To read and think over

You know that a sentence tells or asks something about one or more persons or things. Find what is talked about in each of these three sentences:

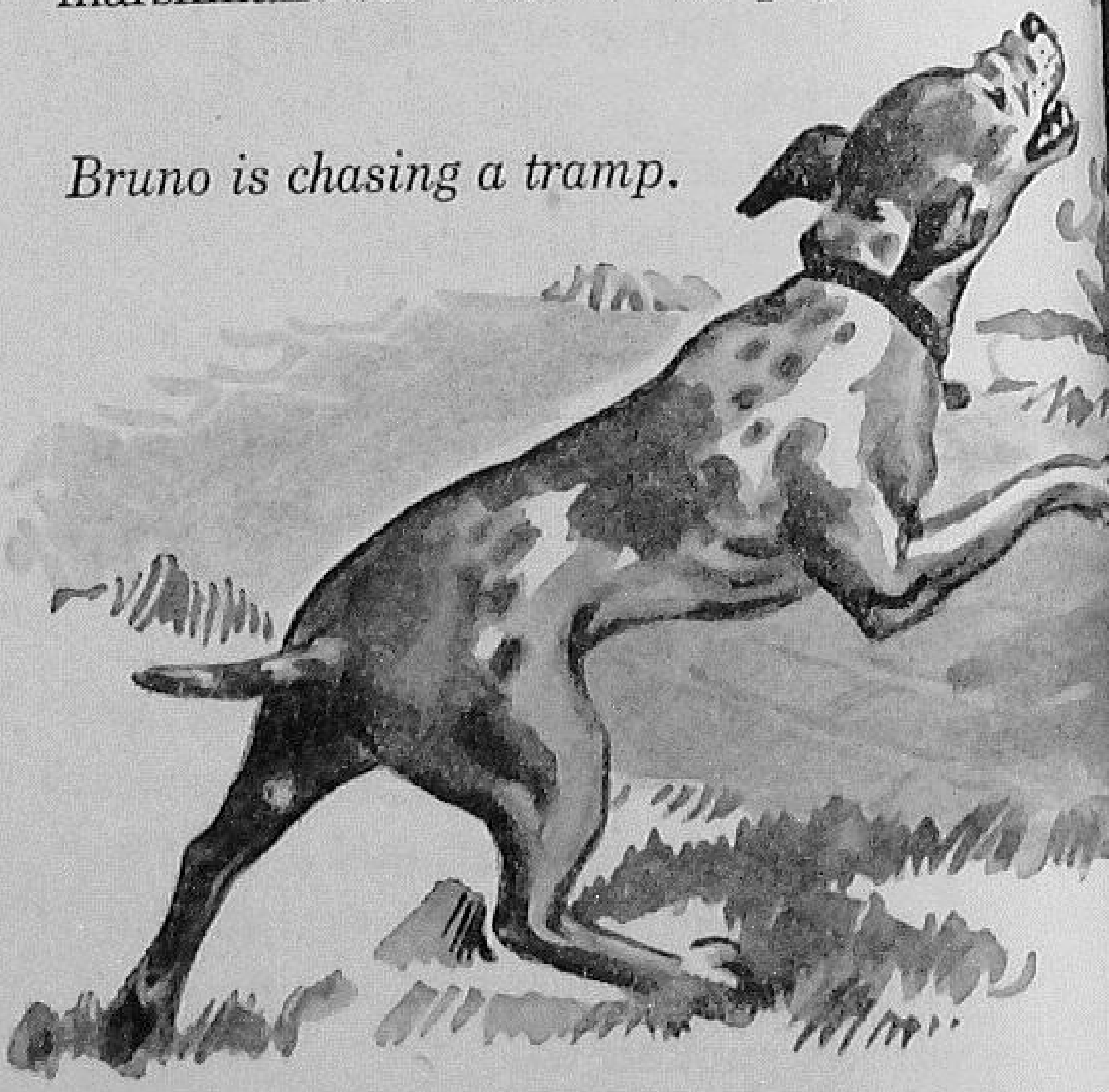
1. The fire burns low now.
2. The marshmallows will toast well.
3. The popcorn will soon be ready.

The part of a sentence that tells what is talked about in the sentence is called the **subject**.

The subject of the first sentence is *The fire*. The subject of the second sentence is *The marshmallows*. What is the subject of the third sentence?

Look at the sentences again. What is said about the fire? About the marshmallows? About the popcorn?

Bruno is chasing a tramp.



The part of a sentence that tells what is said about the subject is called the **predicate**.

The predicate of the first sentence is *burns low now.* The predicate of the second sentence is *will toast well.* What is the predicate of the third sentence?

Each of the following sentences has been divided into two parts, subject and predicate. You can see how the two parts in each go together to make a sentence:

Subject	*Predicate*
The boys and girls	are playing ball.
They	like a ball game.
Yesterday	was Tuesday.

Find the predicate that belongs with each subject given here:

Subject	*Predicate*
1. A heavy rain	roost here.
2. Many birds	gathered fruit.
3. Some dogs	was loaded today.
4. The wagon	make good honey.
5. The farmer	fell last night.
6. Wild bees	hardly ever bark.

Find the subject and the predicate in each of the following sentences:

1. Janet's father made a garden.
2. The Girl Scouts sold cookies.
3. Bruno chased a tramp away.
4. The leaves are turning red.
5. They will fall soon.
6. My dress has faded.
7. I got caught in the rain.
8. *Smoky* is a book about cowboys.
9. The ribbon on my hat came off.
10. This new knife has six blades.
11. The birds have gone south.
12. They will return next spring.
13. My shoes are very wet.
14. Sally has the mumps.
15. Tomorrow is Friday.

Talking Together

What is the subject of a sentence? What is the predicate?

Help your class find the subject and the predicate in each group of sentences. If you do not understand

why a certain choice is correct, ask to have it explained.

To do by yourself

Find the subject and the predicate in each sentence in the letter that follows:

317 Elm Street
Farmville, Virginia
October 20, 1941

Dear Grandmother,

Our new six-weeks-old pup arrived yesterday. He is a coal-black cocker spaniel. Dad bought him from Mr. Carter last week. Mr. Carter has a whole kennel full of cockers and terriers.

Mother named our pup *Rags*. That name fits him well. His coat is so shaggy.

We are expecting you for Thanksgiving. Your last letter said nothing about it.

With love,
Sally

Number a paper from 1 through 9. These numbers stand for the sentences in the letter. After the numbers write the subjects of the sentences.

Turn your paper over. Number it again from 1 through 9. After the numbers write the predicates of the sentences.

Check your paper as your teacher reads the subjects and the predicates aloud. If you made a mistake, find out why it is a mistake.

2. Building Sentences

To read and think over

A group of words must have a subject and a predicate in order to be a sentence.

Of the following thirty groups of words which groups are sentences? Which groups have no subjects? Which have no predicates?

1. Are flying low in the clouds over the valley.
2. A storm is above them.
3. Five big red airplanes from the Springfield airport.
4. My mischievous little brother.
5. Slept on a bed of leaves.
6. Struck me on top of the head without any warning.
7. He is only four years old.
8. A cowboy on horseback.
9. Roped a steer in ten seconds.
10. The cowboys at the ranch.
11. The ranch is near a lake.
12. Went swimming there last year nearly every day.
13. Drank from the lake.
14. Hundreds of sheep and cattle of every kind.
15. A few of the young calves.
16. Came as a complete and unwelcome surprise to him.

17. Not one member of the tribe has been seen from that day to this.

18. Six boys from Lake School on Mitchell Avenue.

19. Proved to be as long as a yard stick.

20. Henry got no chance at all to make an explanation.

21. The program given by the Science Club at the Benton School last Friday afternoon.

22. Has recently been seen moving about in the old house at night.

23. That double-fisted fellow could break a large corncob into three pieces by a single twist of his hands.

24. For the first time failed to stop at the dangerous crossing.

25. Everyone sitting in the front end of the coach.

26. An electric signal will be placed at the crossing next week.

27. The tallest boy in our class at the Whittier School.

28. Mr. Bond showed us the difference between white oak and red oak.

29. None of us had ever before seen such beautiful wood.

30. The most enjoyable holiday.

Think how you would use each group that is not a sentence in making a sentence. What words would you add? Would those words in each case be a subject or a predicate?

Talking together

1. Which of the thirty groups of words are sentences?
2. Which groups have no subjects? Which have no predicates?
3. What words could be added to each group that is not a sentence in order to make a sentence? Are those words a subject or are they a predicate?

To do by yourself

The twelve groups of words that follow are not sentences. Some of the groups may be used as subjects; others as predicates. Think what words you would add to each group in making a sentence.

1. Three large boys
2. A funny clown at the circus
3. Went to the circus twice
4. Is much larger than I
5. Gathered a basket of nuts
6. Slipped and fell in the creek
7. Some of the girls in the class
8. Makes the best chocolate cake
9. Swims but can't dive
10. Our large flower garden
11. Always went through the park
12. Every boy in the gang

As you copy the twelve groups of words, add words to each group to make a sentence. Punctuate each sentence correctly. Ask someone to check your paper. If you made any mistakes, correct them.

3. Words of Similar Meaning

To read and think over

Read the following letter carefully. For each word or group of words printed in italics, choose a word or a group of words from the list that has the same number. Choose words that keep the meaning of the letter about the same as it is now. Use the context, the picture, and your dictionary as you need them.

Dear Aunt Clara,

Janet and I need your (1) *counsel* and (2) *assistance* in our (3) *difficulty*.

Yesterday was a (4) *blustery* day, with big clouds flying fast. It made us feel (5) *daring*.

While Mother was away, we climbed up on our woodshed and (6) *made believe* that it was an airplane. Janet (7) *attempted* to make a parachute jump, using Mother's umbrella for the parachute. When she (8) *hoisted* the umbrella, the wind turned it wrong side out. Before Janet could jump, the umbrella was (9) *completely* wrecked. It can't be (10) *repaired*.

When we told Mother what had happened, she didn't (11) *sanction* our way of having fun. How can we get back into (12) *good standing* with her?

1. instruction	2. agreement	3. fix
teaching	contribution	trouble
advice	obligation	want
approval	courage	poverty
support	help	jail

4. foggy	5. heartless	6. acted
disturbing	cruel	pretended
annoying	angry	imagined
windy	cautious	thought
calm	reckless	supposed

7. decided	8. raised	9. nearly
tried	boosted	easily
hoped	pushed	slightly
wished	trailed	entirely
wanted	worked	suddenly

10. preserved	11. admit	12. place
mended	respect	condition
retained	request	favor
replaced	approve	rank
revived	deny	case

Talking together

Help the class decide which word in each list should be used.

Writing opposites

For each of the following words find an opposite in the preceding numbered lists. Write the opposites in pairs. Example: *rich — poor*

riches	cowardice	sympathetic
ruffled	destroyed	kind-hearted

Get someone to check your paper while you check his. If you disagree about any pair of words, ask your teacher to help you decide which words are correct.

Armstrong Roberts

THERE IT GOES!

Questions to think about

Have you ever had such trouble with an umbrella?

What kind of weather is shown by the picture? What words would you use in telling about it?

4. Placing Subjects

To read and think over

To make your speech and your writing interesting, you will need to arrange the parts of your sentences in different ways. Notice the different positions in which the subject may be placed.

The subject may be placed first in the sentence.

For example:

1. *The big black car* plowed into the small herd of sheep.
2. *An angry farmer* ran across the plowed field.

In the preceding arrangement which part of the sentence comes last?

The subject may also be placed last in the sentence.

For example:

1. Into the small herd of sheep plowed *the big black car.*
2. Across the plowed field ran *an angry farmer.*

In the preceding arrangement which part of the sentence comes first?

The subject may be put between parts of the predicate.

For example:

1. Into the small herd of sheep *the big black car* plowed.
2. Across the plowed field *an angry farmer* ran.

Where is the subject placed in each of the following sentences?

1. Jack is the fastest runner in our class.
2. The cat ran under the steps.
3. Down the open road ran the frightened horse.
4. Up the hill the big car ran.
5. The car was going sixty miles an hour.
6. Into the roaring rapids the small boat lurched.
7. All night long croaked the frogs.
8. Everywhere Linda had searched for the lost pocketbook.

Discussing questions together

1. Where is the subject placed in each of the preceding eight sentences?
2. Why should you not put the subject first in all your sentences?
3. At what different places in some sentences may you put the subject?

How can each of the following sentences be rearranged so as to put the subject last or between two parts of the predicate?

1. The horse galloped down the road.
2. The men climbed up the ladder.
3. The sailor leaped overboard.
4. We scrambled up the hill.
5. They searched carefully today.
6. A fire burned in the grate.

7. Lions roared in the dense jungle.
8. He jumped into the boat.
9. A deep growl came from the cave.
10. The boys ran across our yard.

To do by yourself

Can you improve the following letter by changing the position of the subject and predicate in some of the sentences?

Dear Sue,

I went to Denver yesterday with Mother. We looked for new hats in several stores. We found a good one at The Denver Dry Goods Company.

We went to a motion picture after lunch. It was an exciting picture about pirates. The pirates were caught in a trap with all their ships. The captain after several attempts to get away out-witted the Spaniards.

As you copy the sentences in the letter, change some of them so that each one does not begin with its subject. Do not change the meaning of any sentence. Use capital letters and punctuation marks correctly.

Working together

If you are asked to do so, read your letter aloud. Find out whether the class think you improved the letter.

5. Using What You Have Learned

To read and think over

Sometimes the subject of a sentence names two or more persons or things separately. Here are examples:

1. *Dick and Tom* ran downtown.
2. *Sleet and snow* come in winter.
3. *Ruth, Helen, and Edith* have been invited.
4. *Bears, lions, tigers, and elephants* were in the parade.

A subject that names two or more persons or things separately is called a **compound subject.**

Dick and Tom is a compound subject. *Bears, lions, tigers, and elephants* is a compound subject. Why?

Sometimes the predicate of a sentence tells more than one thing about the subject. Here are examples:

1. Sam climbed the fence and ran down the road.
2. The girls came late, played one game, and went home early.

What two things does the predicate of the first sentence tell about the subject *Sam*? What three things does the predicate of the second sentence tell about *The girls*?

When the predicate of a sentence tells more than one thing about the subject, it is called a **compound predicate.**

Climbed the fence and ran down the road is a compound predicate. *Came late, played one game, and went home early* is a compound predicate. Why?

As you read each of the following sentences, decide whether it has a compound subject. Decide also whether it has a compound predicate.

1. Rain and snow came down today.
2. The water filled the gutters and ran away.
3. Sleet and hail beat upon roofs, tore the plants, and covered yards.
4. Jack plays football, goes hunting, and catches fish.
5. Mary, Sue, and Karen have gone to the library.
6. The boys and the girls have gone.
7. Janet, Helen, and Linda made candy and baked a cake today.
8. The girls went to a picture show.

Neither of the following sentences has a compound subject:

1. Tom is playing ball.
2. Jack is playing ball.

By using a compound subject, you can combine the ideas in the two sentences above to make the one sentence that follows:

Tom and Jack are playing ball.

Neither of the following sentences has a compound predicate:

1. Mary gave a report today.
2. Mary told a good story today.

By using a compound predicate, you can combine the ideas in the two sentences above to make the one sentence that follows:

Mary gave a report and told a good story today.

Think how you would combine the ideas in each of the following groups of sentences to make one sentence:

(1) Sam went to the circus. Jack went to the circus.

(2) The storm killed the flowers. It knocked branches from the trees.

(3) Sally went to the library. Her brothers went with her. All of them read for an hour.

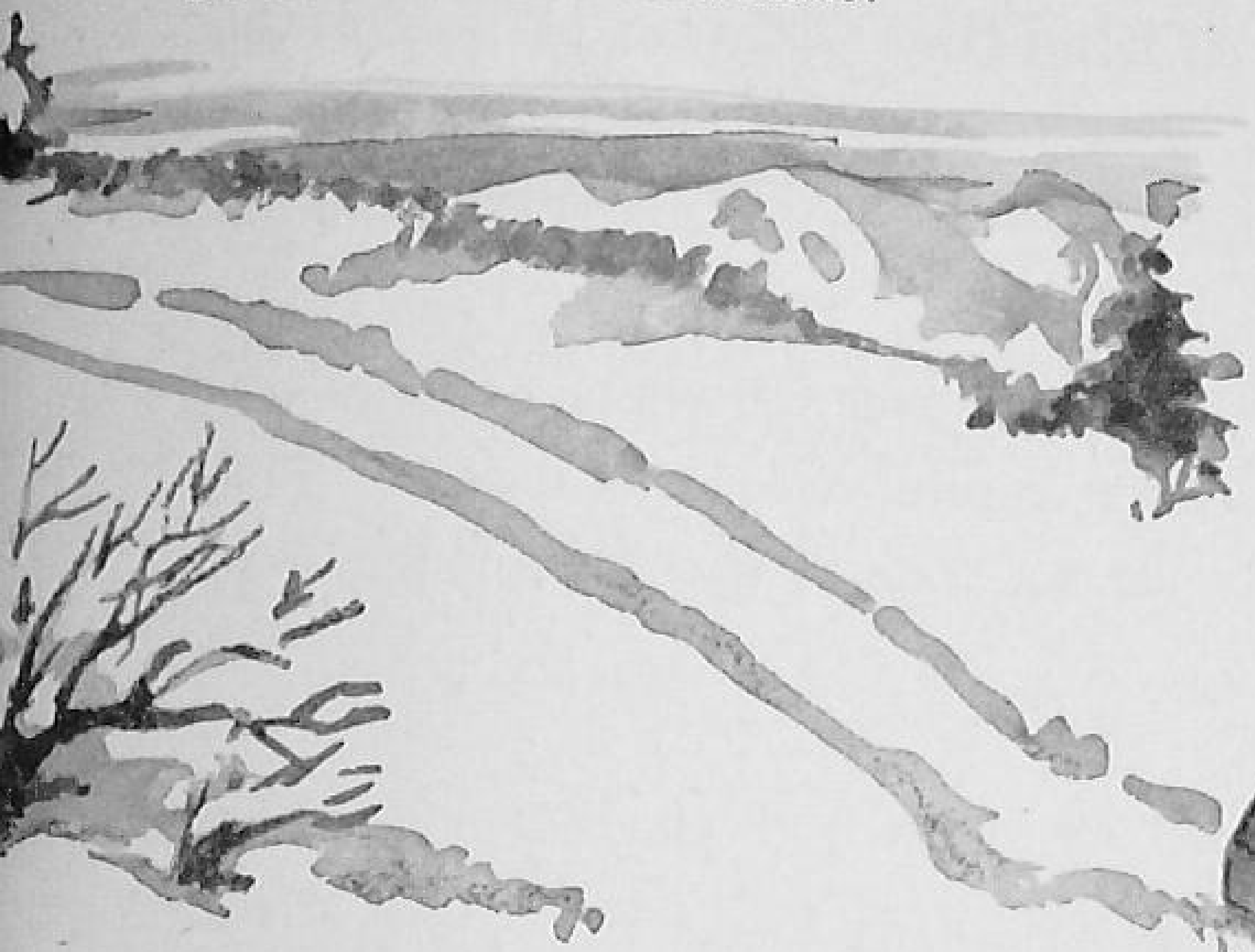
Talking together

1. What is a compound subject? What is a compound predicate?
2. Which of the eight numbered sentences on this page have compound subjects? Which have compound predicates?
3. How can the ideas in each of the three groups of sentences above be combined to make one sentence?

To do by yourself

Can you make the first paragraph in the part of a letter that follows more interesting to read by changing some of the sentences so that each subject does not come at the beginning of a sentence? Can you make the second paragraph more interesting

by using compound subjects and compound predicates to combine the ideas in two or more sentences?



Dear Uncle Frank,

Sam and I went coasting yesterday. We took my old sled. We ran into an old tree at the bottom of the hill. The runners were torn off the sled. No one was hurt except for a few bruises.

I started home about five o'clock. Sam started at the same time. On the way home I stopped at our repair shop. Sam stopped there with me. We mended the sled. Now it is almost as good as new.

Copy the letter on a clean sheet of paper. As you write the first paragraph, change some of the sentences so that each sentence does not begin with its subject. Do not change the meaning of any sentence.

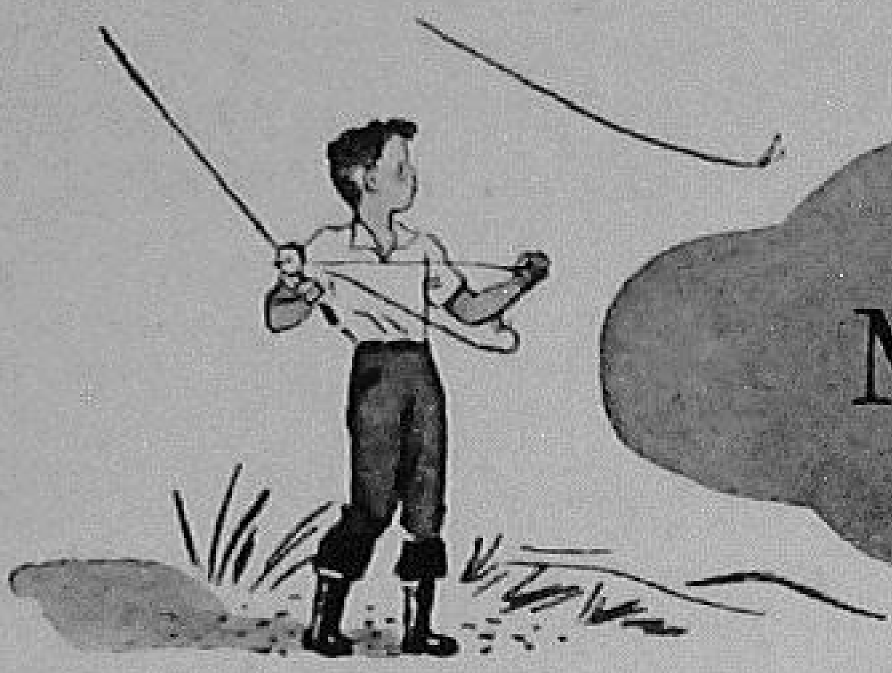
As you write the second paragraph, use compound subjects and compound predicates to put in one sentence the ideas given in two or more sentences. Do not leave out any of the ideas.

Working together

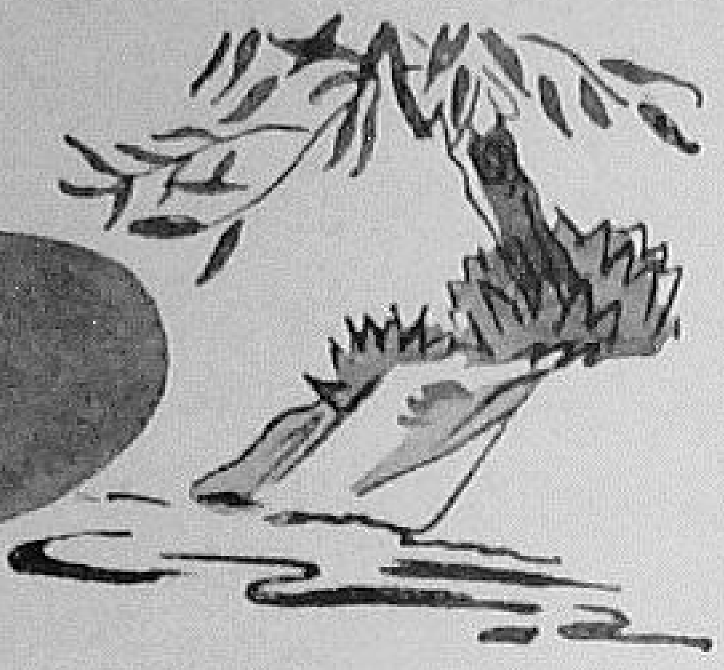
If you are asked to do so, read your copy of the letter aloud. Find out whether the class think your sentences are better than those in the part of a letter on this page.

Make any changes in your copy that are needed to improve it. Be sure that you used capital letters and punctuation marks correctly. Then give your paper to your teacher.

If you need more practice in using subjects and predicates do Exercises III and IV, page 85.



More Practice



I

Reviewing capital letters

Think why each numbered capital letter is used in the following letter:

313 [1]Thirteenth [2]Street
[3]Bradenton, [4]Florida
[5]February 7, 1941

[6]Mr. [7]A. [8]O. Smith
Tarpon Springs, Florida

[9]Dear [10]Mr. Smith:

[11]Thank you for the booklet and pictures about the sponge fisheries that you had The [12]Chamber of Commerce send me.

Is this village really like one in [13]Greece? On what date and at what time of day does the priest of the [14]Greek [15]Catholic [16]Church bless each boat as it leaves for the fishing grounds in the [17]Gulf of [18]Mexico?

[19]Sincerely yours,
[20]Helen Alverson

Number a paper from 1 through 20. After each number write the letter of the rule (page 69) which explains why that capital letter was used. Then get someone to check your paper for you.

II

Punctuating a letter

Copy and punctuate Joe's letter.

1752 Ninth Street North
Tampa Florida
August 9 1941

Dear Tom

Did you ever go mullet fishing Tom Sea mullet won't bite a hook You can catch them best by snitching them I'll tell you a good way to do that

Fasten three hooks together on a line and drop them into sea water that is about four feet deep Wait until you feel something touch the hooks and then jerk the line Sometimes you may snitch a mullet on each hook I did once Last week Peggy Bill and I caught over fifteen in an hour Wasn't that a good record for three fishermen

Your chum
Joe Severe

Checking your paper

Examine your paper to see whether you used seven commas, eight periods, and two question marks. Did you use capital letters in all places where they are needed?

III

Finding subjects and predicates

Decide what is the subject and the predicate of each of these sentences:

1. Mother gave Jack a pair of water goggles.
2. They cover his eyes and nose.
3. They are water tight.
4. Without the water goggles Jack sometimes gets water in his nose.
5. Through them Jack can see the colors of the fish clearly.
6. Sometimes Jack goes rowing in a glass bottom boat.
7. Over the water quietly glides the boat.
8. Through the glass bottom Jack can see the fish.
9. On the bottom of the ocean are many rocks and plants.
10. In and out among the rocks and plants swim the fish.
11. Over the water skim many insects.
12. Frequently a fish comes to the surface and catches an insect.

Copy the sentences. Under each subject draw one line.

Correcting your paper

For the subject of each sentence, did you choose the word (or words) that tells what is talked about? Did you draw one line under the first word in each of sentences 1–3? Under *Jack* in 4–6, 8? Under *the boat*, *many rocks and plants*, *the fish*, *many insects*, and *a fish* in the others?

IV

Writing subjects and predicates

Following this paragraph are ten groups of words that are not sentences. In some groups of words there is no subject. In others there is no predicate. Think of a subject or a predicate to add to each group of words to make a sentence. Then write the sentences that you made.

1. Three boys and a dog
2. A small sailboat
3. Went fishing in the lake
4. Could swim and dive well
5. My little cousin
6. A dog named Dina
7. Caught a crab
8. Can swim under water
9. A large tree
10. Played games in the water

Correcting your paper

Ask your teacher or a classmate to check your paper.

UNIT FOUR
Reviews of Books and Programs

CHAPTER TEN

Books, Motion Pictures, and Radio Programs

1. Planning a Book Report

To read and think over

In making the following report, what did Janet tell the class about the book she had read?

Little Women, by Louisa M. Alcott, is a story of four girls who were the happiest girls I have ever read about. Amy and Meg were partners and Jo and Beth were partners. Before the story ends, bad luck comes to Jo. From the title of the book, you might think that only girls would enjoy the story, but that is not true. My brother read it and liked it as well as I did. You can get the book in the school library or in the city library.

Joe gave the following book report. What things did he tell about the book he had read?

Frederick Machetanz wrote a book called *Panuck, Eskimo Sled Dog.* It tells the story of an Eskimo boy and his dog team. Panuck, the lead dog, is one of the most intelligent dogs I've ever read about. The boy and the Eskimo dog have exciting adventures together. There are directions and drawings in the book to show you how to make a harness for a dog and how to hitch him to a sled. If you enjoy dog stories or stories about the Arctic, you'll like this book. I'll be glad to let anyone borrow my copy.

Which of the following things did Janet tell, read, or show in giving her book report? Which did Joe do?

1. The name of the book
2. The name of the author
3. One or more pictures in the book
4. Where others can get the book
5. What the story is about
6. An interesting part of the book
7. Whether the reader liked the book

Should Janet or Joe have read to

the class one or more interesting parts of the book? Why? Should they have shown to the class the pictures that were in the books? Why?

Think what you like to be told and shown about a book that you have not read. What information about it would interest you?

Talking together

With your class decide upon answers to the questions just given and also to the following:

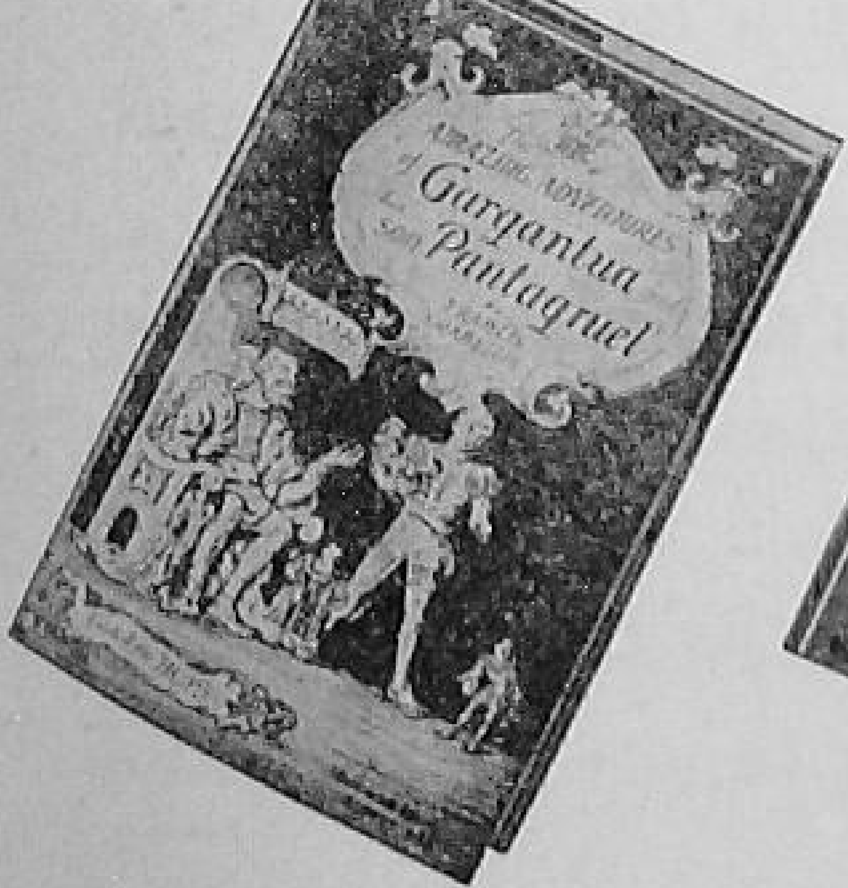
1. What things did Janet tell about the book that she had read? What did Joe tell about his book?
2. In what ways could Janet's book report have been improved? How could Joe have made his report more interesting?

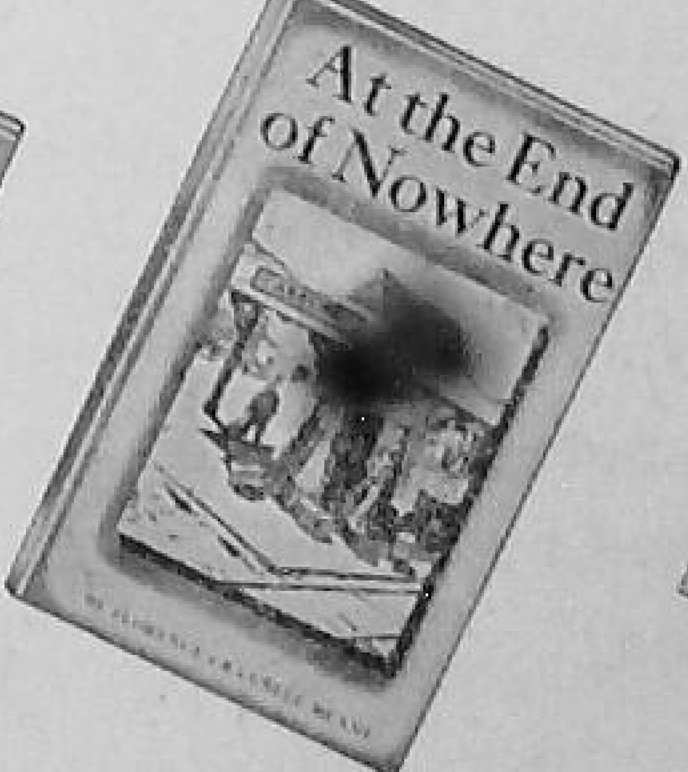
Help your class make a list of things to tell and to do in giving book reports. When you think of something that has not been given by someone else, put it into a good sentence to be written on the board.

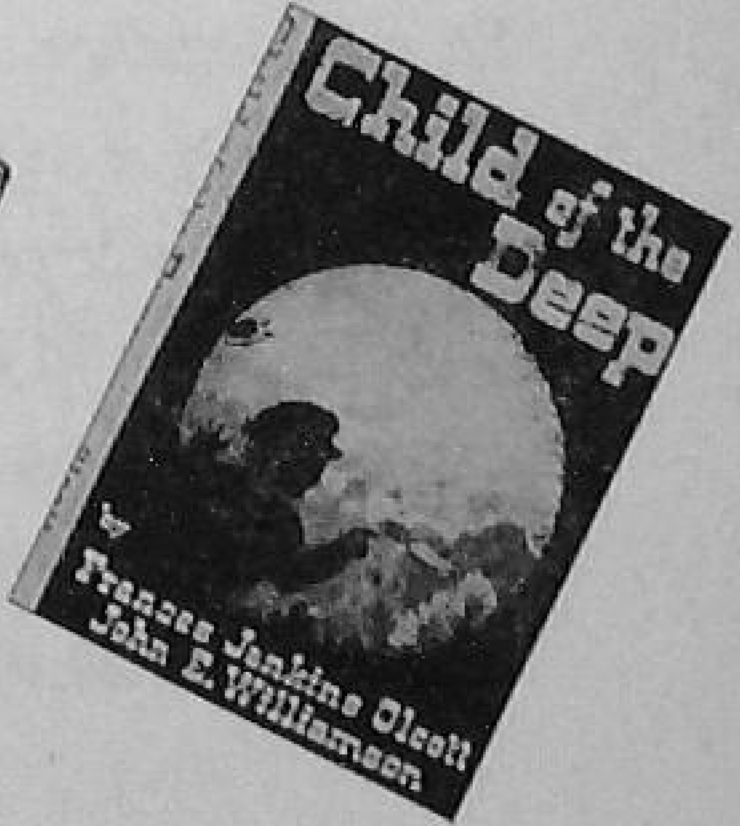
To do by yourself

To prepare for the next lesson, do the following three things:

1. Choose a book that your class would like to hear about. The pictures on this page may help you.







2. Decide what to tell about the book. The list of items which the class made will help you.
3. Think out the sentences to use in giving the report. Write the report if you wish. Be sure not to run sentences together.

2. Giving Book Reports

Working together

In giving the book report that you planned in your last lesson, use these rules:

> **1. Speak clearly and use a pleasant voice. Keep your sentences apart.**
> **2. Show your book to the class.**
> **3. Try to answer questions which you are asked about the book.**

Pay attention to other boys and girls while they give their reports. Listening carefully should help you decide which books you may want to read. If you wish to ask questions about a book, do so after the report is finished.

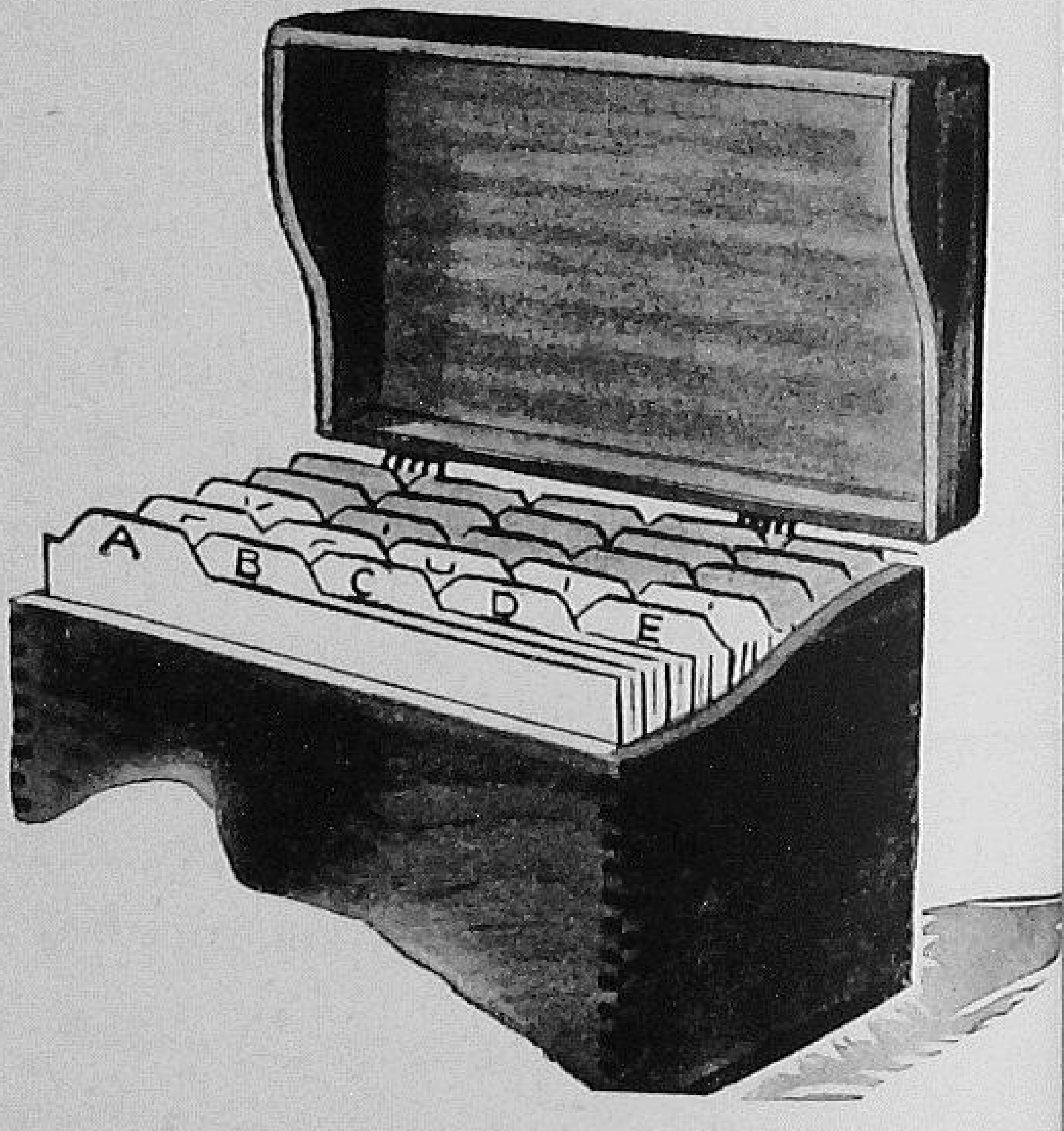
Talking together

1. In what ways can your class improve its book reports?
2. What should have been told about a book that was not told?
3. Should anyone have done more things than he did?
4. Did each boy and girl know his book well?

3. Writing and Using Book Reports

To read and think over

The boys and girls in Miss Parker's class keep a file of their written book reports. For this they use cards four inches wide and six inches long. They file them in a box like the one below.



After each person finishes reading a book, he writes a report of it on a card. On the next page is a report that David wrote.

On what part of the card is the title of the book written? Where are capital letters used in the title? What else is done to the title to make it noticeable?

San Boa and His Adventures in Peking

This interesting book was written by Marion Cannon. The story tells about a boy who goes to the fair at Peking with his father and a donkey. The pictures in the book are particularly good.

David Parks

October 25, 1941

Where is the date placed? Where did David sign his name?

Each person corrects any mistakes he may have made in writing his report. If necessary, he writes a new copy.

As soon as each person has his report as neat and correct as he can make it, he files it in the box. The cards are filed alphabetically according to the title of the book.

The boys and girls use the file of book reports in this way:

Often someone finds a book that looks interesting to him. If he wishes to know what others think of it, he looks in the card file for reports on the book. Sometimes boys and girls look through the files to find out which books are reported as interesting.

Talking together

1. Can your class make a book report file like the one that Miss Parker's class made? What will your class need in order to make it?
2. What other kind of file for book reports could your class make? Could they write their reports on paper and keep the sheets in a cover? What kind of cover would be needed?
3. For what purposes could your class use a book report file?
4. What things should be told about a book in a written report?
5. Who would take care of the file made by the class?

To read and do by yourself

Write a report of a book you have read. Follow the plan on the next page.

1. First, decide what to tell about the book.
2. Second, think out sentences to use in telling those things.
3. If your class has a card file, write your report on a card. Use the pattern on page 89 to help you place the parts and write the report correctly. If the class has no card file, write your report on a sheet of paper.
4. When your report is as neat and correct as you can make it, show it to your teacher. If any mistakes are found, correct them.

4. Reports on Motion Pictures and Radio Programs

To read and think over

Which of these things do you like to have anyone tell you about a motion picture that you have not seen?
1. The name of the picture
2. Where it can be seen
3. Who the main actors are
4. How the story ends
5. The cost of a ticket
6. The whole story
7. A little of the story
8. Whether he liked the story
9. What the story is about
10. Whether it is serious or funny

Which of the following things do you like to have anyone tell you about a radio program you have not heard?
1. The name of the program
2. How long it lasted
3. What kind of program it was
4. What station it was heard on
5. Where that station can be found on the radio dial
6. At what time the program can be heard
7. Whether the program will be given again
8. Who the performers on the program were
9. The name of the company that paid for putting the program on the air

Talking together

Help your class make a list of things to tell in making reports on motion pictures. When you think of something that has not been given, tell it in a good sentence. If the class approve the rule, write it on the board.

Follow the same plan in helping the class make a list of things to tell in giving reports about radio programs.

Planning a report by yourself

To plan a report that you can give to your class, do these things:
1. Choose a motion picture that you have seen, a radio program that you have heard, or a book that you have read. Try to choose something about which the class will wish to hear.

2. Decide what to tell about the picture, program, or book which you chose. The lists made by the class should help you.
3. Write sentences that tell the things you decided to tell. Keep your sentences apart.
4. If you find any mistakes in your report, correct them.

5. Using What You Have Learned

Working together

When your turn comes, give the report that you planned in the last lesson. Remember to use a pleasant voice and to speak clearly. Keep your sentences apart.

If you give a report of a book, show the book to the class. If there is time, read aloud a short part that you enjoyed.

Answer questions that are asked about the topic of your report.

Listen carefully to reports given by others. Do this to help you decide which books you want to read, which pictures you want to see, and which radio programs you want to hear.

When a speaker finishes a report, ask him any good questions that you would like to have answered.

Talking together

1. What should have been told about a book, a motion picture, or a radio program that was not told?
2. In what ways can the class improve their reports about books, motion pictures, and radio programs?

CHAPTER ELEVEN

Using Words Correctly in Reports

1. Learning about Nouns

To read and think over

You use many words as names. Notice the words printed in italics in these sentences:

1. *Mary* lives on a *farm*.
2. She helps feed the *chickens*.

When words are used as names, they are called **nouns**.

The words *Mary*, *farm*, and *chickens* are nouns.

> **A word is a noun when it is used as a name.**

A noun may be the name of a person, an animal, a plant, a time, a place, or any other thing. It may be the name of a single thing or of a collection or of a group.

Notice what is named by each noun in the following sentences:

1. *Jack* took the little *boy* away. (person)
2. The *dog* chased the *cat*. (animal)

3. The *roses* and the *tulips* are blooming. (plant)
4. They went to the largest *store* in *Chicago.* (place)
5. In *winter* the *days* are short. (time)
6. I left my *cap* beside your *coat.* (thing)
7. The *crowd* cheered the *team.* (group)

Notice the word printed in italics in each of the following sentences:
1. The *ship* sailed over the lake.
2. I will *ship* your dog to you.

In the first sentence the word *ship* is used as the name of something. That is why it is a noun in that sentence.

In the second sentence the word *ship* is not used as a name. That is why it is not a noun in that sentence.

You cannot tell by the looks of a word whether it is a noun.

> **To decide whether a word is a noun, find out what it does in the sentence where it is used. If it names something, it is a noun.**

In the following sentences what difference in meaning is there between the nouns in the first sentence and those in the second sentence? What difference in looks is there?
1. A *boy* went to the *city* one day.
2. *Sam* went to *Richmond* last *Monday.*

The nouns in the first sentence, *boy, city,* and *day,* do not name any particular boy, city, or day. Any one of all boys may be called by the name *boy.* Any one of all cities may be called *city.* Any one of all days may be called *day.* Such nouns are called **common nouns.**

> **A word is a common noun when it is used as a name for any one of a whole class of persons, places, or things.**

The nouns in the second sentence, *Sam, Richmond,* and *Monday,* are not names for just any boy, city, and day. *Sam* is the name of a *particular* boy. *Richmond* is the name of a *particular* city. *Monday* is the name of a *particular* day. Such nouns are called **proper nouns.**

> **A word is a proper noun when it is used to name a particular person, place, or thing. A proper noun should begin with a capital letter.**

Find the nouns in the following sentences. Decide which are common nouns and which are proper nouns:

1. Jane is going to Springfield with her father. 2. They will ride in an airplane.
3. There are many trees near our schoolhouse. 4. In the spring birds

build their nests in them. 5. Last Monday we saw a squirrel gathering acorns under an oak.
6. John has a raccoon. 7. He keeps it in a box and feeds it raw meat.
8. My cousins gave Henry a goat.
9. He calls it Billy.

Talking together

1. When is a word a noun?
2. What must you do to tell whether a word is a noun?
3. Which of the words printed in italics in these sentences are nouns?

Can a goat eat a tin *can*?

The dog scratched at the *bark* of a tree. Did you hear him *bark*?

Well, what will you do? Will you get some water from the *well*?

4. What is a common noun? What is a proper noun?

Look again at the nine sentences that you have just studied. Help your class decide which of the nouns in them are common nouns and which are proper nouns.

To do by yourself

Write five sentences. Be sure that the nouns in them include:

1. The name of a person
2. The name of a pet
3. The name of an article of clothing
4. The name of a holiday
5. The name of a place

Underline the nouns you wrote.

Read your sentences. Did you begin each proper noun with a capital letter? If you made any mistakes, correct them.

2. Singular and Plural Nouns

To study and think over

What difference can you see between the two nouns in the following sentences?

1. I can hear an *airplane*.
2. I can hear *airplanes*.

The noun *airplane* names only one thing. The noun *airplanes* names more than one thing.

When a noun names only one person, place, or thing, we say that it is singular in number. When it names more than one, we say that it is plural.

How should these sentences be changed to make each noun plural?

1. A boy ran past.
2. A dog began to bark.
3. A cat caught a mouse in the barn.
4. A bird sang in a tree.
5. Near the rock a fox had been seen.

How should the following sentences be changed to make the nouns singular?

1. The hens began to cackle.
2. The turkeys strutted.
3. The girls fed Mary's pets.

4. Behind the bushes lived some rabbits.

5. Above the trees shone bright stars.

The plural form of nouns is made in different ways. The most common way is by adding *s* or *es* to the singular form. Such plurals are said to be **regular**.

boy	boys	box	boxes
stone	stones	glass	glasses
solo	solos	hero	heroes

In forming the plural of nouns like the following, a letter in the singular form is changed before *s* or *es* is added:

leaf	leaves	body	bodies
knife	knives	story	stories

The plurals of nouns like these are not made in the regular way:

child	children	man	men
tooth	teeth	mouse	mice

A few nouns have the same form in both singular and plural:

sheep	sheep	deer	deer

Find the nouns in the following sentences. Which nouns are singular? Which are plural? How is each plural formed?

1. Our school has two playgrounds.
2. One playground is used by the little children. In it there are sandboxes and swings.
3. On the other playground there is a field for baseball.
4. On the lawn there are beds for flowers. These are near the schoolhouse.
5. We have a garden too. In it we plant vegetables and flowers.

Talking together

Help your class decide how to answer the questions asked about the preceding three sets of sentences.

When is a noun singular? When is it plural?

In what ways are plurals formed?

Which of the following nouns are singular? Which are plural?

trees	children	games
sidewalk	woman	boy
fence	friend	knives
geese	playmates	houses

To read and do by yourself

Is each of the nouns in the following sentences a common noun or a proper noun? Is it singular or plural?

1. Last Saturday Joe and Dick went to gather nuts on a farm.
2. The boys climbed through a fence to get to a tree filled with walnuts.
3. Suddenly a loud bellow was heard. When the two youngsters looked up, they thought they saw a big red bull charging across the field.
4. Joe climbed a tree. Dick ran to the fence. That was a mistake.
5. The animal wasn't after the boys,

but Dick thought the big brute was still coming.

6. In his hurry Dick ripped the seat of his pants on the barbed wire. Now his mother has sewing to do.

Write the nouns in a column on the left side of a sheet of paper. After each noun write words which tell whether that noun is common or proper and singular or plural.

Check your paper as your teacher tells you what you should have written. Find out why any mistake you may have made is a mistake.

3. Learning about Verbs

To read and think over

Read each of the following groups of words. Is each group a sentence?

1. Jack *shot* an arrow at a target.
2. The arrow *missed* the target.
3. It *has struck* Mrs. Cox's window.
4. Mrs. Cox *has come* out.
5. Jack *needs* some money.

Now, as you read each group of words again, leave out the word or words printed in italics. Is any of the groups a sentence when read in that way?

Each of the words in italics is a verb.

As you already know, a group of words must have a predicate in order to be a sentence. The verb is the most important part of a predicate.

Most verbs express action. Here are examples: *run, take, walk, sat, come, go, sing, rang, break, drive, did, has brought, had sung, have gone.*

Some verbs merely tell what something *is* or *seems to be*. Such verbs are said to express a state of being. Here are examples: *is, are, were, had been, has been, have been, will be, should be.*

Sometimes a verb is made up of two or more words such as *has sung, have gone*, or *is broken*. That is because some verbs are used with helping words such as *has, have, had, is, are, was*, and *were*.

A verb is a word or a group of words that expresses action or a state of being.

For each of these blanks think of a verb that expresses action.

1. An eagle . . . high.
2. Farmers . . . fields.
3. Cats . . . mice.
4. At school children . . . lessons.
5. Last Saturday John's mother . . . some cookies.

In the following sentences use words like *is, are, was, were, has been, have been*, or other verbs that express state of being:

1. Winter . . . the coldest season.
2. The days . . . short then.
3. A kangaroo . . . ill.
4. The squirrels . . . busy all day.

5. Gold and silver . . . metals.

6. In old days the Indians . . . not always friendly toward the white men.

Notice the words in italics in the following sentences:

1. He made two *hits* today.
2. The ball *hit* me.

In the first sentence the word *hit* is a noun because it is used as the name of something. In the second sentence the same word is a verb because it expresses action.

> **To decide whether a word in a sentence is a verb, you must think what it means or how it is used in that sentence. If it is used to express action or a state of being, it is a verb.**

Talking together

1. Help your class decide what verbs should be used in the blanks of the preceding eleven sentences.
2. When is a word a verb? Is the verb in a sentence always just one word? Is it always the predicate or a part of a predicate?
3. What must you often do to decide whether a certain word or group of words in a sentence is a verb?
4. Which of the words printed in italics in the following sentences are nouns? Which are verbs?

Miss Parker, if we *plant* this light bulb, will we get a light *plant*?

This *saw* is dull, Dad. If I *saw* with it, I'll never get done. I never *saw* such a poor *saw*.

We *walk* that way often. It isn't a long *walk* at all.

To do by yourself

A predicate may have two or more verbs that tell what the subject does. For example:

Children *sing*, *dance*, and *play*.

As you write each of the following sentences, add two or more suitable verbs expressing action:

Carpenters saw, . . .

Farmers plow, . . .

Ducks swim, . . .

Dogs bark, . . .

Women cook, . . .

Write five sentences using verbs that state being. Include at least five of these verbs: *is*, *are*, *was*, *were*, *has been*, *have been*, *seem*, *seems*.

Get someone to check your paper while you check his. If you made any mistakes, correct them. Then hand your paper to your teacher.

4. Singular and Plural Verbs

To read and think over

Read the following sentences. Notice that the verb *is* is used with a subject that means one person or thing, and that the verb *are* is used with a subject that means more than one.

1. A boy *is* here.
2. His bicycle *is* new.
3. The boys *are* here.
4. Their bicycles *are* new.

The verb *is* is **singular.** It is used with a subject that means only one person or thing.

The verb *are* is **plural.** It is used with a subject that means more than one person or thing.

Why is each verb printed in italics in these sentences singular?

1. Mary *was* at home.
2. She *has* a new book.
3. Jane *doesn't* like rough games.
4. Tom *wasn't* there on time.
5. He *hasn't* a bicycle.

Why is each verb in these sentences plural?

1. The girls *were* at home.
2. They *have* some new books.
3. Most girls *don't* like rough games.
4. The boys *weren't* there on time.
5. They *haven't* bicycles.

Notice the verbs in these lists:

Singular	*Plural*
is, isn't	are, aren't
was, wasn't	were, weren't
has, hasn't	have, haven't
does, doesn't	do, don't

How should each of the following sentences be changed to make the subject plural? What change must be made in the verb?

1. The river is swift.
   The rivers . . .
2. The storm was violent.
3. A bat has wings.
4. The shoe doesn't fit.

How can each of these sentences be changed to make the subject singular?

1. The workers are digging.
   The worker . . .
2. The men have tools.
3. The boys don't like the work.
4. The girls aren't ready to help.

Talking together

1. When must a singular verb be used in a sentence?
2. When must a plural verb be used?
3. What form of each of these verbs is used with a plural subject?

is	isn't	has	does
was	wasn't	hasn't	doesn't

4. Look at the sentences you were asked to change. Help the class decide how each change should be made.

Help decide which word should be used in each of the following blanks:

A vacant lot __1__ (is, are) a good place to play.

Railroad tracks __2__ (is, are) dangerous places in which to play.

A street __3__ (isn't, aren't) a good place for a game.

The boys __4__ (wasn't, weren't) allowed in the freight yards.

They _5_. (hasn't, haven't) any right to play there.

Mary's mother _6_ (doesn't, don't) let her play in a half-finished building.

Joan and her sister _7_ (doesn't, don't) like to play near the river. It _8_ (isn't, aren't) a safe place for them. The banks of the river _9_ (is, are) very steep.

Brooks _10_ (is, are) safe places to play. They _11_ (hasn't, haven't) steep banks. The water in brooks _12_ (isn't, aren't) very deep.

To do by yourself

Write each of these sentences so that the subject is plural.

1. My knife is sharp. My knives . . .
2. The street was crowded.
3. The man wasn't at work.
4. A mole hasn't eyes.
5. A lazy boy doesn't like to work.

Write the following sentences so as to make each subject singular.

1. The rivers were wide.
2. The boats haven't any sails.
3. The boys don't like to row.
4. The girls aren't going.
5. The boys were cold.

Check your paper. Then let your teacher see it.

5. Using What You Have Learned

To read and think over

Think of a noun to use in each of the following blanks:

We go to school five _1_ each week. On _2_ and _3_ we have no school.

There are twelve _4_ in the year. These are divided into four _5_, spring, summer, autumn, and winter.

Christmas comes in the month of _6_.

In November _7_ comes.

The holiday that comes on the twelfth of October was named for _8_.

Talking together

For which of the blanks are common nouns correct? For which are proper nouns correct?

Which nouns should be begun with capital letters?

Copying the sentences

As you copy the sentences printed above, fill the blanks with the words you chose.

Next, turn your paper over and number it from 1 through 15. Make a list of the verbs that should be used in the following sentences:

The Starlight Club _1_ (is, are) going to meet today. Mary and I _2_ (is, are) going together. The club _3_ (hasn't, haven't) met yet this fall. The girls just _4_ (hasn't, haven't) found a time when someone _5_ (wasn't, weren't) away. They _6_ (wasn't, weren't) able to meet the week before school started. That was when Mary and I _7_ (was, were) at Ruth's cabin at the lake.

The Redlegs __8__ (is, are) going to build a camp next spring as soon as the snow and ice __9__ (is, are) gone. Jack and I __10__ (hasn't, haven't) drawn plans yet. He __11__ (doesn't, don't) know just what the other boys __12__ (has, have) in mind. He and I __13__ (isn't, aren't) ready to decide whether two rooms __14__ (is, are) enough. We __15__ (doesn't, don't) know what to do.

Check your paper as your teacher reads aloud the correct words. Make sure, too, that you used a capital letter for each proper noun. For more practice do Exercise IV, page 108.

CHAPTER TWELVE

Capital Letters and Punctuation Marks in Book Reports

1. Making a List of Books

To read and think over

Do you keep a list of the good books you read or would like to read? Here is part of a list that Bill made:

1. Brink, Carol R., *Caddie Woodlawn*
2. Horn, Madeline D., *Log Cabin Family*
3. Keene, Carolyn, *The Whispering Statue*
4. Perkins, Lucy F., *The Spanish Twins*
5. Pier, Arthur S., *The Rigor of the Game*: Stories of Harvard Athletics
6. Washburne, Carleton and Washburne Heluiz, *The Story of Earth and Sky*

Talking together

1. In making his book list, which did Bill put first, the author's name or the title of the book?

Should a book list be arranged alphabetically? Why?

2. What part of the author's name should come first? Where should capital letters and punctuation marks be used in writing his name?

3. What punctuation mark is put between the author's name and the title of the book?

4. The title of each book is printed in italics. When Bill wrote the title, he drew a line under it. Underlining a word in handwritten or typewritten material means the same as printing it in italics.

Where are capital letters and punctuation marks used in writing titles?

Working together

Help your class make a list of rules for making a book list. When you think of a rule that has not been given, put it into a sentence to be written on the blackboard.

To read and do by yourself

Notice where capital letters and

punctuation marks are used in the following book list. Are the books placed in correct order?

1. Purdy, Claire Lee, *He Heard America Sing*
2. Tomlinson, Everett T., *Light Horse Harry*
3. Terhune, Albert Payson, *Real Tales of Real Dogs*
4. Pratt, Alice Day, *Animals of a Sagebrush Ranch*
5. Schultz, J. W., *Running Eagle, the Warrior Girl*
6. Austin, Jane G., *Betty Alden*

Copy the book list on a clean sheet of paper. Arrange the six items in alphabetical order. Use capital letters and punctuation marks that are needed. Use the list of rules the class made.

Ask someone to check your paper. If you made any mistakes, correct them. Then do Exercise I, page 106.

2. Capital Letters for Proper Nouns

To read and think over

Find the words in italics in the following sentences. Is each of them used as a noun? Does each of them begin with a capital letter?

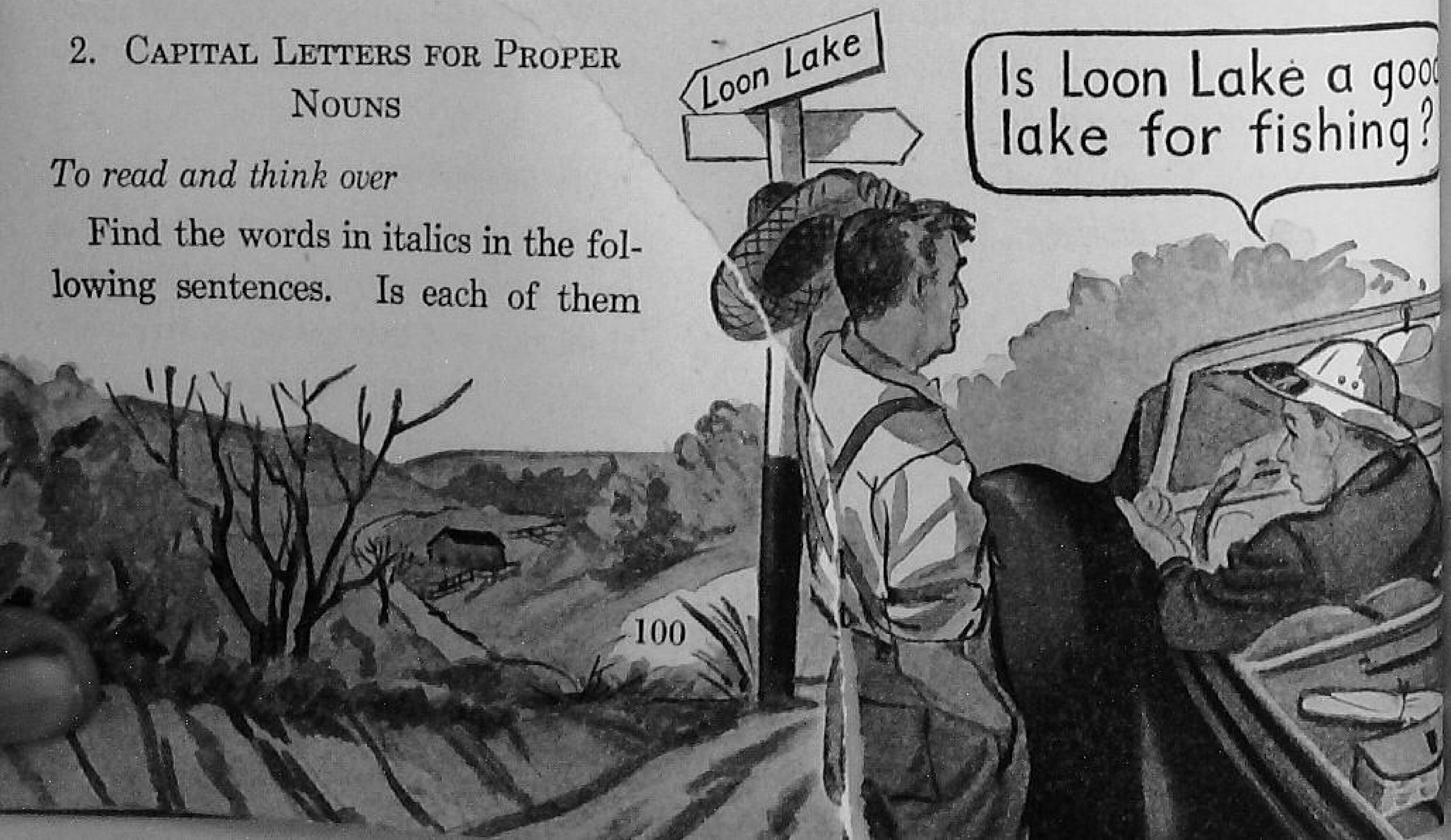
1. Last summer I visited *Uncle* Bill.
2. He and *Aunt* Clara live on a ranch.
3. The ranch is near *Lake* Carter.
4. My *uncle* raises sheep.
5. Does your *aunt* like the ranch?
6. She likes to fish in the *lake*.

Some words are used both as proper nouns and as common nouns. Three of those words are *uncle*, *aunt*, and *lake*.

In the first three sentences above, *Uncle*, *Aunt*, and *Lake* are proper nouns. Each of them is used as part of the name of a *particular* person or thing. That is the reason each of them begins with a capital letter.

In the other sentences *uncle*, *aunt*, and *lake* are common nouns. None of them is used as a part of the name of a particular uncle, aunt, or lake.

Here are other words that are used



both as proper nouns and as common nouns. When should each of them begin with a capital letter?

grandmother	captain	general
doctor	king	river
princess	cousin	president

When you use the noun *father* or *mother* by itself to mean one of your parents, begin it with a capital letter. When you use it with another word, such as *my* or *your*, do not begin it with a capital letter.

Talking together

Help your class decide why each noun printed in italics in the following sentences begins with the kind of letter that is used:

1. Mr. Harold Young is the name of my *father*.
2. I am going to visit *Aunt* Jean.
3. The *captain* saluted the *general*.
4. *Mother*, did *Father* say I may go?
5. Has the *doctor* come yet?
6. Did you ask your *mother* to come?
7. The *princess* was married today.
8. Is that man your *grandfather*?
9. I saw *Doctor* Peterson today.
10. "I shall help the prince to find you, *Princess* Pat," said the fairy.
11. I have never seen a *president* of our country, but *Mother* saw *President* Wilson.
12. The Illinois *River* does not empty into a *lake*.

Testing yourself

In the following sentences the first letter has been left out of each word printed in italics. What kind of letter should be used to begin each of the words?

1. Next week I am going with *-other* and *-ather* to visit *-randmother* and *-randfather*.
2. My *-ather* and *-other* have bought a new house near *-unt* Helen's place.
3. Perhaps *-rincess* Elizabeth will be a great *-ueen* some day.
4. A *-rince* is the son of a *-ing*.
5. My *-ather* was elected *-resident* of his club.
6. He said that *-olonel* Mason has visited with *-resident* Roosevelt.
7. A *-eneral* is of higher rank in the army than a *-aptain*.
8. England has a *-ing* and a *-ueen* as rulers, but the United States has a *-resident*.
9. There are many *-akes* and *-ivers* in Minnesota.
10. I have fished in *-ake* Michigan and in the Mississippi *-iver*.

As you copy the sentences on a clean sheet of paper, write correctly the letter that belongs in each blank.

Check your paper as your teacher tells you whether a capital or a small letter should have been written in each blank. If you made any mistakes, correct them.

3. Using Words of Similar Meaning

To read and think over

Read the following story. Then for each word or group of words printed in italics, choose a word or group of words from the list that has the same number. Choose words with meanings that come nearest the meanings of the words you replace. Use the context, the picture, and your dictionary as you need to.

BEN'S GREAT ADVENTURE

Ben knew the time had come. All his life he had been (1) *hoping* to become a bareback rider. This very afternoon he had been offered a job as roustabout by the manager of a circus.

"Will I have (2) *a good chance* to learn bareback riding?" Ben asked the manager (3) *anxiously*.

"In your (4) *leisure* time you may practice," the man (5) *replied*.

Ben (6) *was sure* that his grandmother would never (7) *agree* to his going with a circus. She wanted him to become a (8) *great* doctor.

"I'll have to run away tonight!" Ben said to himself.

Just before midnight, Ben (9) *went quietly* to his grandmother's room. She was asleep. It made him very (10) *sad* to (11) *go away* without telling her good-by, but he felt (12) *confident* that she would be proud when he became a famous circus performer.

Writing the chosen words

Make a list of the words you chose. Number them to show where each word belongs.

1. deciding	2. occasion	3. quickly
dreading	place	quietly
wishing	time	hastily
refusing	an opportunity	eagerly
asking		sullenly
4. free	5. declared	6. thought
extensive	denied	imagined
offered	responded	believed
used	argued	knew
extra	protested	suspected
7. submit	8. large	9. dashed
consent	fat	tiptoed
surrender	famous	clumped
bow down	good	stamped
object	rich	stormed
10. funny	11. let	12. certain
queer	leave	proud
unhappy	postpone	bold
bright	return	doubtful
gracious	restore	strange

Talking together

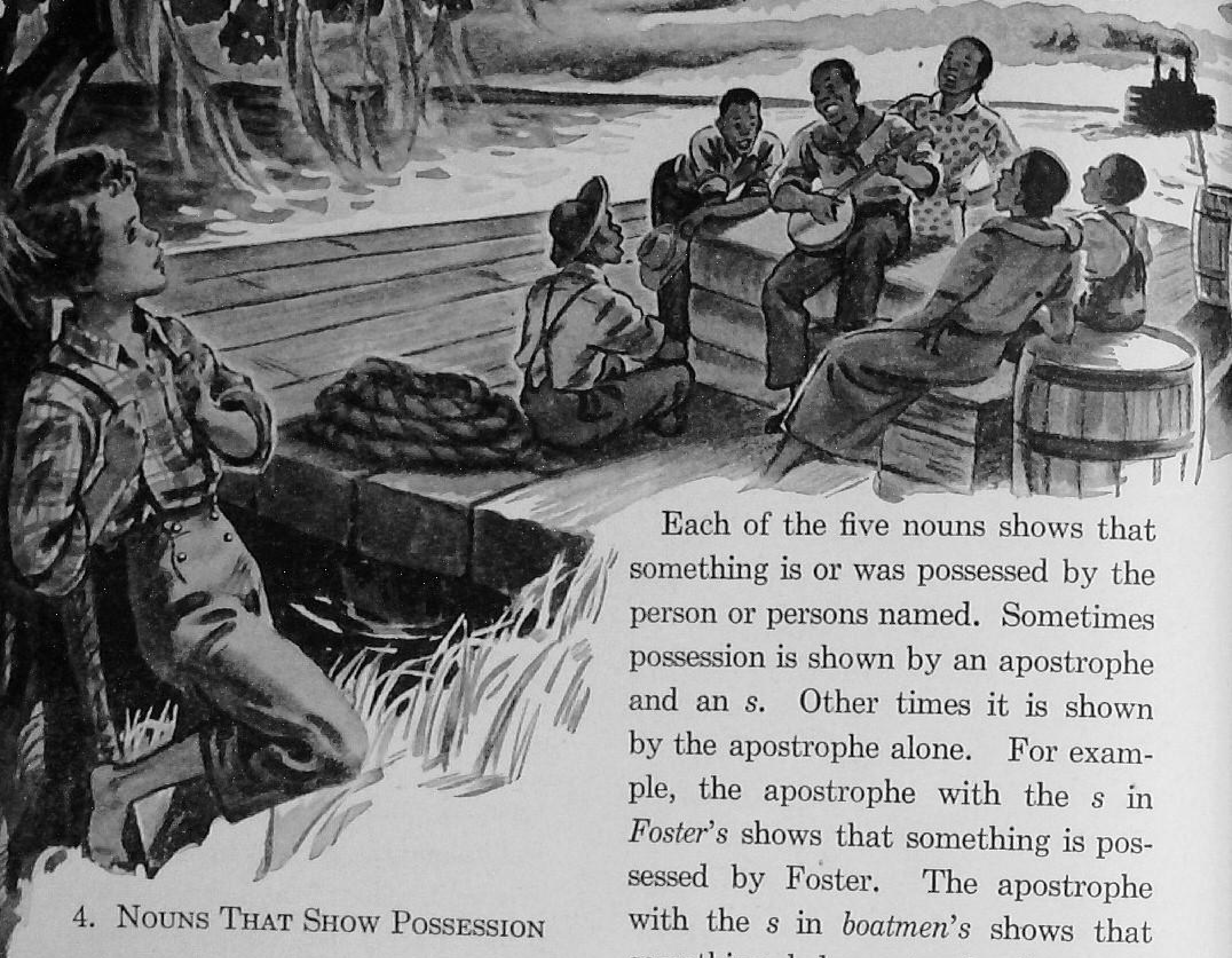
Help the class decide which words in the lists should be used in place of the words printed in italics and also why the other words should not be used.

Selznick International Pictures

GOOD-BY!

Questions to think over

How do you think Ben feels about running away and leaving his grandmother? Do you think he wishes to make her unhappy? If not, why is he going away?



4. Nouns That Show Possession

To read and think over

Notice the nouns that are printed in heavy black letters in the following book review. What does the apostrophe (') in each of them mean?

He Heard America Sing, by Claire Lee Purdy, is an interesting story of Stephen **Foster's** life.

The most interesting parts of the story tell about the **boy's** life along the Mississippi River. There he heard old **boatmen's** songs and **Negroes'** spirituals. The songs Foster wrote are some of **America's** best folk songs.

Each of the five nouns shows that something is or was possessed by the person or persons named. Sometimes possession is shown by an apostrophe and an *s*. Other times it is shown by the apostrophe alone. For example, the apostrophe with the *s* in *Foster's* shows that something is possessed by Foster. The apostrophe with the *s* in *boatmen's* shows that something belongs to the boatmen. The apostrophe after the *s* in *Negroes* shows that something belongs to the Negroes.

Which of the five nouns are plural? Which are singular?

To make nouns show possession, use the following rules in writing them:

1. Most singular nouns are made to show possession by the addition of an apostrophe and *s* to each.

For example: Tom's dog, a boy's coat, Mary's book.

2. A plural noun that ends in *s* is made to show possession by adding an apostrophe only.

For example: the girls' playground, the boys' clubs, the dogs' kennels, brothers' rooms.

3. A plural noun that does not end in *s* is made to show possession by adding an apostrophe and *s*.

For example: men's clothes, children's toys, women's gloves.

Talking together

Help decide how each of these nouns can be made to show possession:

1. man	6. crowd	11. oxen
2. Fred	7. children	12. group
3. Betty	8. men	13. Dad
4. Mother	9. cats	14. sheep
5. Sue	10. cows	15. city

Testing yourself

Change the sentences that follow so that in place of each group of words in italics, you use a noun that shows possession. Write your sentences.

1. The name *of the boy* is Bob.
2. The water works *of the city* is on Elm Street.
3. The sled *that belongs to Fred* is in our garage.
4. The shouts *of the children* could be heard a block away.
5. The playground *of the school* is around the corner.
6. The tools *of the workmen* were left in the shed.
7. The collars *of the dogs* are alike.
8. The caps *of the boys* are lost.
9. The fire department *of the town* has a new truck.
10. The tails *of the horses* had been bobbed.
11. The cake *made by Mrs. Brown* took first prize at the fair.
12. The dresses *of the girls* were made of velvet.
13. The hat *of the man* blew across the street.
14. The legs *of the bees* were covered with pollen.

Check your paper as your teacher spells aloud the nouns you should have written in place of the words in italics. If you made a mistake, find out why it is a mistake.

Write again any sentence in which you made a mistake.

5. Using What You Have Learned

To read and think over

Think of the reason for the use of each capital letter and for the placing of each apostrophe in the following review of a motion picture:

Last Saturday I saw an interesting fairy tale picture. It was called *The Prince and the Princess.* The main characters were Prince Harold and

Princess Marie. The prince was a soldier who was separated from the princess when he went to fight in the Crusades. His father's name was King Edward. His mother's name was Queen Helen. During a battle the prince saved the king's life. When the warriors' strength was nearly gone, the queen and the princess joined them on great white horses. The men's strength returned and they won the battle.

Talking together

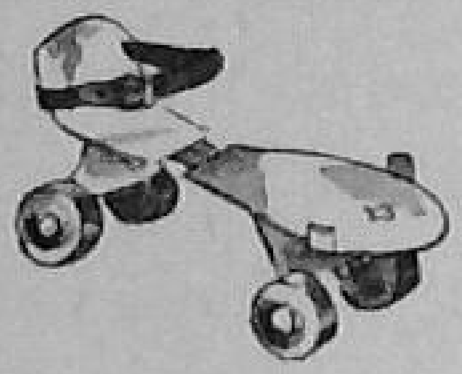
Help your class decide why each capital letter and apostrophe is used.

Testing yourself

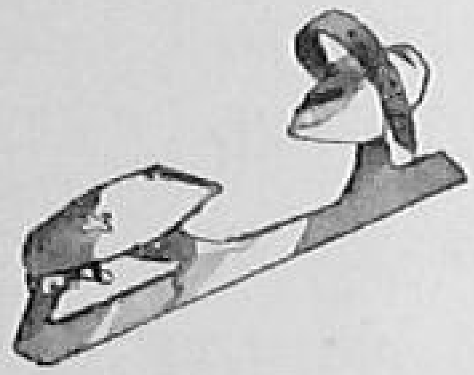
Write the review as your teacher reads it aloud. Use capital letters and apostrophes where they are needed.

Check your copy with the review of the motion picture. If you made any mistakes, correct them.

For more practice use Exercises II and III on pages 107 and 108.



More Practice



I

Making a book list

Decide how to make a list of the books named in these short accounts:

Thomas Retires is a story of a lovable old white horse that pulled a milk wagon in a large city. It was written by Margaret Van Doren.

The title of a good book of stories about such famous race horses as Man o'War, Seabiscuit, and Gallant Fox is *Black, Bay, and Chestnut*. C. W. Anderson is the author.

Wandy Wins by Allen Chaffee is another good horse story but not a true one. Wandy is a racing pony. Of course, he is a winner.

The last book that I read was *Shaggy, the Horse from Wyoming* by Russel G. Carter. This interesting story tells of Shaggy, a horse that was sent from Wyoming to Europe during the first World War.

Make a list of the books given in the preceding paragraphs. Arrange the books in the list in alphabetical order according to their authors.

Check your paper by comparing your list with the one on page 99. Is your list arranged alphabetically by authors? In writing your list did you use capital letters and punctuation marks correctly?

II

Using capital letters correctly

The first letter of each word printed in italics in the following sentences has been left out. Should that letter be a capital letter?

1. After Tom Sawyer had no *-other*, *-ather*, or *-randparents*, he lived with *-unt* Polly.
2. Tom hated his *-ousin* whose name was Sid.
3. Tom lived near the *-ississippi -iver.*
4. A baby girl was rescued by an old sea *-aptain* called *-aptain* January.
5. She and her *-other* were tied to a ship's mast.
6. The mast was floating in the *-tlantic -cean.*
7. The *-other* was dead, but the *-aby* girl was alive.
8. The baby was dressed as richly as a *-rincess.*
9. Old *-aptain* January thought that her *-other* might be a *-ueen* or a *-uchess.*
10. The old *-aptain* never found the baby's *-ather.*
11. There is a book about the lives of *-rincess* Elizabeth and *-rincess* Margaret Rose.
12. These two *-rincesses* are the children of *-ing* George and *-ueen* Elizabeth.
13. As the *-rincesses* have no brother, there is no *-rince* in their family.
14. Perhaps *-rincess* Elizabeth may some day be a *-ueen.*

As you copy the sentences, write the letters that are left out.

Check your paper to be sure that you began with a capital letter the name of each particular person, place, or thing in the sentences. Did you begin each sentence with a capital?

III

Writing possessives

Copy the following book report. In place of each group of words printed in italics, write a noun that shows possession. Omit or add such a word as *the* if you need to do so.

"The Prince and the Pauper" is one of the most interesting books *by Mark Twain.* The son *of King Henry* was born in London at the same moment that the son *of a poor woman* was born. The name *of the prince* was Edward. The name *of the pauper* was Tom Candy. The home *of Edward* was a palace, while the home *of Tom* was a poor hut.

When the two boys were about ten years old, Tom went to see the palace *of the king.* Edward was much interested in the ragged clothes *of Tom,* while Tom stared open-mouthed at the fine garments *of the prince.* Each boy tried on the clothes *of the other.* Then they discovered that they were so much alike that even the parents

of the boys couldn't have told them apart. The adventures *of Tom* as a prince and the experiences *of Edward* as a pauper are very funny.

Correcting your paper

Read your paper carefully. Be sure that you added an apostrophe and an *s* to each singular noun or to each plural noun that does not end in *s* in making it show possession. Did you add just an apostrophe to each plural noun that ends in *s* when you wrote it as a possessive?

IV

Choosing the correct verbs

Decide which word is correct to use in each of the following blanks:

There _1_ (isn't, aren't) many pets that my brother and I _2_ (hasn't, haven't) tried to keep. There _3_ (wasn't, weren't) one, except a fish, that we _4_ (wasn't, weren't) able to care for successfully either.

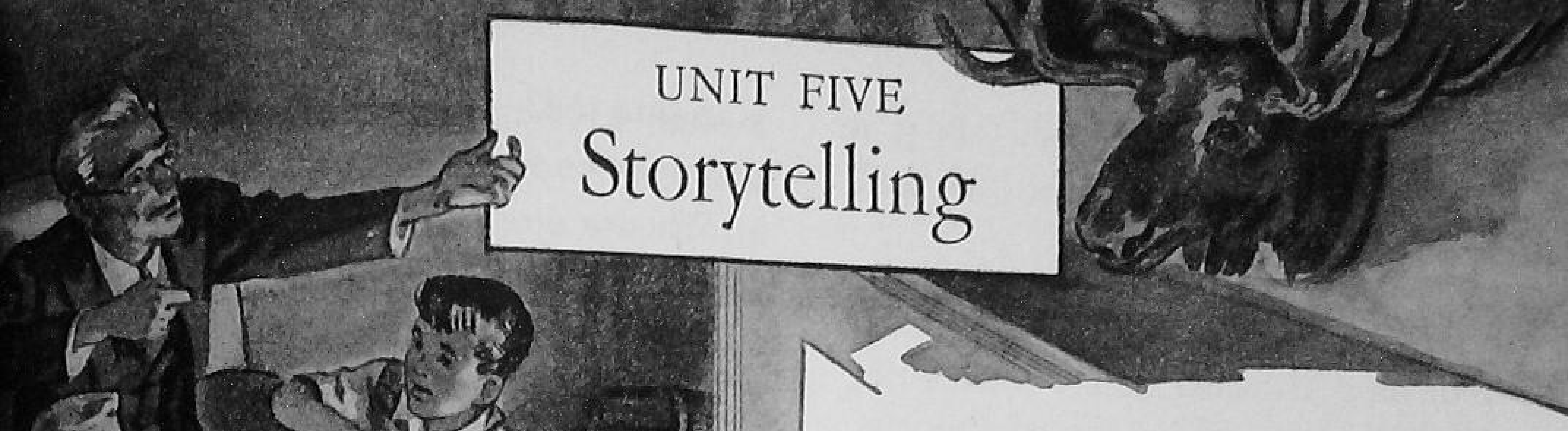
We _5_ (wasn't, weren't) at all lucky with our goldfish, Cleo. Our first aquarium _6_ (weren't, wasn't) large enough at the top. It _7_ (doesn't, don't) take a large bowl for a small fish, but if the bowl _8_ (don't, doesn't) have a large open top, a fish _9_ (doesn't, don't) live very long in it. Poor Cleo _10_ (was, were) on the top of the water, dead by the third day. We _11_ (wasn't, weren't) as successful as you _12_ (was, were), John, in making a balanced aquarium.

Bob and I _13_ (has, have) four fish now. They _14_ (was, were) two for a nickel at Johnson's store Saturday. It _15_ (is, are) for them that we _16_ (are, is) now trying to make an aquarium in which the water _17_ (don't, doesn't) have to be changed often. Evidently it _18_ (doesn't, don't) have enough snails and plants in it, because the water _19_ (doesn't, don't) stay clear for more than two days. Bob _20_ (doesn't, don't) intend to give up, though.

_21_ (Aren't, Isn't) you making a balanced aquarium, too, Julia? How many snails _22_ (is, are) in yours?

Number a paper from 1 through 22. After each number write the verb which should be used in the blank that has the same number.

Read your paper carefully to be sure that you didn't use a singular verb with a plural subject or a plural verb with a singular subject.



UNIT FIVE
Storytelling

CHAPTER THIRTEEN
Telling Stories

1. Stories and Storytellers

To read and think over

When you give a report, your purpose is to give information about a topic. When you tell a story, your purpose is to entertain others.

A good story has something funny, something exciting, or something surprising in it. The end of a good story is usually more interesting than the beginning because the story leads up to the surprise or to the excitement which comes at or near the end.

A good report is about as interesting in one part as in another. It does not usually lead up to a surprise or to something exciting.

Here is what David told. Is it a story or a report? How can you tell?

AMATEUR HOUSE BUILDERS

Jim and I wanted no help from anyone when we started to build our clubhouse out of a large pile of old bricks that stood in Jim's back yard. We were confident that we knew just how the job should be done.

We began by building the walls of our house around the pile of bricks. In that way we worked from the inside of our house-to-be. Jim worked on two walls while I built the other two. Every once in awhile we stopped, to brag about what good builders we were. Finally the pile of bricks was gone. The walls were higher than our heads.

"Those old cellar doors will make a dandy roof," suggested Jim. "Let's get them."

The word "doors" stuck in our minds. We looked at each other in disgust.

"Did you leave an opening for a window or a door in your walls?" Jim asked sheepishly.

"Did you?" I countered.

We knew that the answer was *No!*

"There's only one thing to do," sighed Jim as he started tearing down one of the walls.

Here is what Sam told. Is it a story or a report? How can you tell?

A TRIP IN THE GRAND CANYON

Last April Mother, Dad, and I, each rode on a Missouri mule from the rim to the bottom of the Grand Canyon. Down, down, down we went into the canyon, zigzagging on a trail that was just wide enough for a mule to travel on.

I was interested in the different shapes of the rocks we saw. Some looked like Egyptian temples. Others looked like soldiers marching, like men on horseback, or like lions and other animals.

That night at Phantom Ranch in the bottom of the canyon, the guide led us to a spot by the river. There, lying flat on our backs, we looked up at the stars. I had never seen them so bright! The sky seemed to be sprinkled with diamonds. The guide told us that the high walls of the canyon and the clearness of the air make the stars look bright.

The trip up to the rim the next day was longer than the way down, but not so steep. We ate lunch at a beautiful place called *Indian Gardens*.

Talking together

1. In what way is a story different from a report?
2. Is what David told a story? Is what Sam told a story? Why or why not?
3. In what different ways can you get stories to tell? Where did David get the story he told?
4. When a story has a surprise in it, where should the surprise come? Where is the surprise in David's story? Where does it begin?
5. At or near the beginning of a story there should be a hint of what is going to happen. Does David's story have such a hint? What is the first thing that makes you think the boys may have trouble?
6. The boys and girls in Miss Parker's class made a *Class Story Book* for the stories that they wrote. Would your class like to make a *Class Story Book*? How would it be made? What stories would be put into it? In what way would your class use such a book?

Making a record

You know that some people tell stories more interestingly than others do. Think of different things a good storyteller does in telling a story well. The following questions may help you:

1. How well does he know his story?
2. How loud does he talk?
3. How long does he keep on talking after he has told the point of the story?
4. How does he arrange the parts of his story?
5. How does he begin the story?
6. What kind of sentences does he use?
7. What things does he avoid?

Help your class make a list of things that a good storyteller should do in order to tell a story well. When you have an idea that has not been given by anyone else, put it into a good sentence to be written on the blackboard.

Write this title near the center and top of a sheet of paper: *How to Tell a Story Well.* Under the title write the list of sentences, if you can, without looking at the blackboard. Number each sentence. Use capital letters and periods that are needed.

Check your list of sentences by the sentences on the board. Then help the class choose a copy for the class bulletin board.

2. Titles, Beginnings, and Endings of Stories

To read and do by yourself

The title you choose for a story should make others want to read or hear the story. Which of these titles are good?

1. A Story I Know
2. A Good Story
3. Scared by a Monkey
4. A Human Jumping Jack
5. Fooled by a Squeaky Door
6. Chased by a Cow
7. A Midnight Visitor
8. A Holiday
9. Santa Claus Came Late

> **The beginning sentence in a story should get the story started by telling something important to the story. It should also help to make the listener or reader wonder what is going to happen in the story.**

Which of the following sentences would be good to use as beginning sentences?

1. This story is a good one.
2. When I don't have anything to do, I usually get into mischief.
3. Sam told me this story.
4. It was five o'clock in the morning when I first heard the racket.
5. It was dark as I started past the woods.
6. "One cent to see the dancing horse!" cried Bill.
7. "If that dog does something useful in twenty-four hours, you may keep him," promised Mother when she saw the stray I had brought home.
8. I am going to tell you a story.
9. When I was learning to ride a bicycle, I had many funny spills.
10. I have a spotted pony.

You know that a story has something exciting, something funny, or something surprising in it. What would you add to each of the following parts of stories to make a story?

(1)

"Sh-sh-sh! What's that noise?" whispered Dick to Bill as they climbed into an old house. "Maybe this house is haunted!"

(2)

"This old trunk is too heavy," grumbled Jack as he helped his sister move it. "What's in it?"

"Let's open it," said Dorothy.

(3)

"I know this ditch is dug deep enough," declared Betty. "Let's plant our seeds now."

Just then Mary's spade struck something hard. "Oh, it's a box!" she cried. "I wonder if it's a buried treasure!"

Use one of the above parts of stories in thinking out a story to tell. Do these things:

1. Decide what to add to the part you chose to make a story.
2. Choose a title for your story.
3. Make a better beginning sentence than the one given in the part you chose if you need to do so.

Talking together

1. What should the title of a story do? Which titles on page 111 are good?
2. Which of the ten sentences given on page 111 might be good beginning sentences?
3. If you are asked to do so, give the title of the story you made up. Then tell your story. Speak loud enough for everyone in the room to hear. Use a pleasant voice.

After the stories have been given, help to answer these questions:

1. Was what each boy or girl told a story? Did it have something exciting, something funny, or something surprising in it?
2. Did each storyteller use a good title? Did he use a good beginning sentence?

3. Making Stories More Interesting

To read and think over

Martha and Jerry Blake wrote the same story, but they told it in different ways. Martha called hers *Grandfather's Tale.* Jerry called his *A Funny Tragedy.* Which way of telling the story do you like the better? Why?

GRANDFATHER'S TALE

My grandfather told Sam and Tom about an adventure he never had.

"Boys," he said, "when I was your age I used to ride my pinto pony sixty miles an hour! I'd ride him over mountains and plains all day long and never think a thing about it."

"You're kidding us," said Tom. "You couldn't ride that fast."

Grandfather replied, "Yes, I did."

"Sixty miles an hour!" cried Sam.

"That's right," said Grandfather. "One time we were traveling through a narrow mountain pass. Suddenly, I heard shrieking yells behind us. Indians! Then I heard more yells to the right. More Indians! From the left came louder shrieks. Still more Indians! The pony stopped in front of a cliff."

"What happened to you?" asked Sam breathlessly, his eyes open wide.

"The Indians killed me," whispered Grandfather.

A FUNNY TRAGEDY

Grandfather told Sam and Tom that when he was a boy he rode his pinto pony sixty miles an hour all day long without getting tired.

Sam and Tom didn't quite believe it. Then Grandfather said that one day he was attacked by Indians from behind, on the left, and on the right in a narrow mountain pass. The pony stopped in front of a cliff.

Sam was excited. He asked what the Indians did to Grandfather. Grandfather said they killed him.

To study by yourself

Think of answers to the questions you will find as you read the rest of this lesson. Use Martha's story to help you if you need it.

In her story Martha repeated the exact words that Grandfather, Tom, and Sam had spoken.

When anyone repeats exactly what another person has said or written, the words so used form *a direct quotation.*

In Martha's story the words "You're kidding us" form a direct quotation because they are the exact words spoken by Tom.

In writing a direct quotation, the exact words are put between quotation marks (" "). Two marks are put before the first word of the direct quotation. Two other marks are put after the last word of the direct quotation.

Sometimes a direct quotation in a sentence comes *before* the other words that are not a part of it. Examples:

"The Indians killed me," whispered Grandfather.

"What happened to you?" asked Sam breathlessly, his eyes open wide.

"Sixty miles an hour!" cried Sam.

1. What punctuation mark is used in each of the above examples to separate the direct quotation from the words that are not a part of it?
2. Why are different punctuation marks used at the ends of the quotations?
3. Is the punctuation mark placed before or after the second quotation marks?

Sometimes a direct quotation in a sentence comes *after* other words that are not a part of it. For example:

Grandfather replied, "Yes, I did."

4. In the above example what punctuation mark separates the direct quotation from the words that are not a part of it?
5. Is that punctuation mark placed before or after the first quotation marks?

When two parts of a direct quotation are separated by words that are not any part of it, the quotation is called a **divided quotation.** Here is an example:

"Boys," he said, "when I was your age, I rode a pinto pony sixty miles an hour all day long."

6. In the above example what punctuation mark separates the first part of the quotation from the words that are not a part of the quotation? Where is it placed?
7. What mark is placed after the words that are not part of the quotation?
8. With what kind of letter does the second part of the quotation begin? Why?
9. In a divided quotation two pairs of quotation marks are used. Where?

Sometimes words that are not part of a direct quotation come between two sentences of the quotation. Here is an example:

"You're kidding us," cried Tom. "You couldn't ride that fast."

10. In the above example what punctuation mark is used after the words that are not part of the quotation? With what kind of letter does the second part of the quotation begin?

In Martha's story a conversation is quoted. Notice that a new paragraph begins each time there is a change of speaker. This helps the reader to keep from getting mixed up about who is talking.

Talking together

1. How was Martha's way of telling the story different from Jerry's? Was it more interesting or less interesting than Jerry's?
2. What are the direct quotations in Martha's story? How many of them are there?
3. What is a direct quotation? What marks are used to show that a group of words is a direct quotation? Where are the marks put? Why are quotation marks always used in pairs?
4. Where does a new paragraph begin in a conversation that is quoted? Why?

Help your class answer the ten numbered questions or groups of questions in the paragraphs that you read in the second part of this lesson.

Testing yourself

Copy the following sentences. Use quotation marks and punctuation marks where they are needed.

1. Get out of my way or I'll run you down said the bandit.
2. Have you seen the girl who moved next door asked Alice.
3. The sheriff shouted Come on boys Let's chase him out of the cavern.
4. I like to sit quietly under this tree said Ferdinand and smell the flowers.
5. Madam the slave said can I help laughing at an old fool who offers to trade five new lamps for five old ones?
6. Aunt Polly is mighty particular about the fence said Tom Maybe you can't whitewash it to suit her.

Check your paper as your teacher tells where you should have put quotation marks and punctuation marks. If you made mistakes, correct them.

4. Planning a Story of Your Own

To read and do by yourself

Choose something about which you can tell a story to your class. It may be something that has happened to you or to someone you know. It may be something you have done, seen, or heard. The pictures on this page, those on page 116, and the following questions may help you:

1. What surprise have you had?
2. What exciting thing has happened to you?
3. What trick has been played on you?
4. What funny thing has happened to you or to someone you know?

What "dumb" thing have you done?

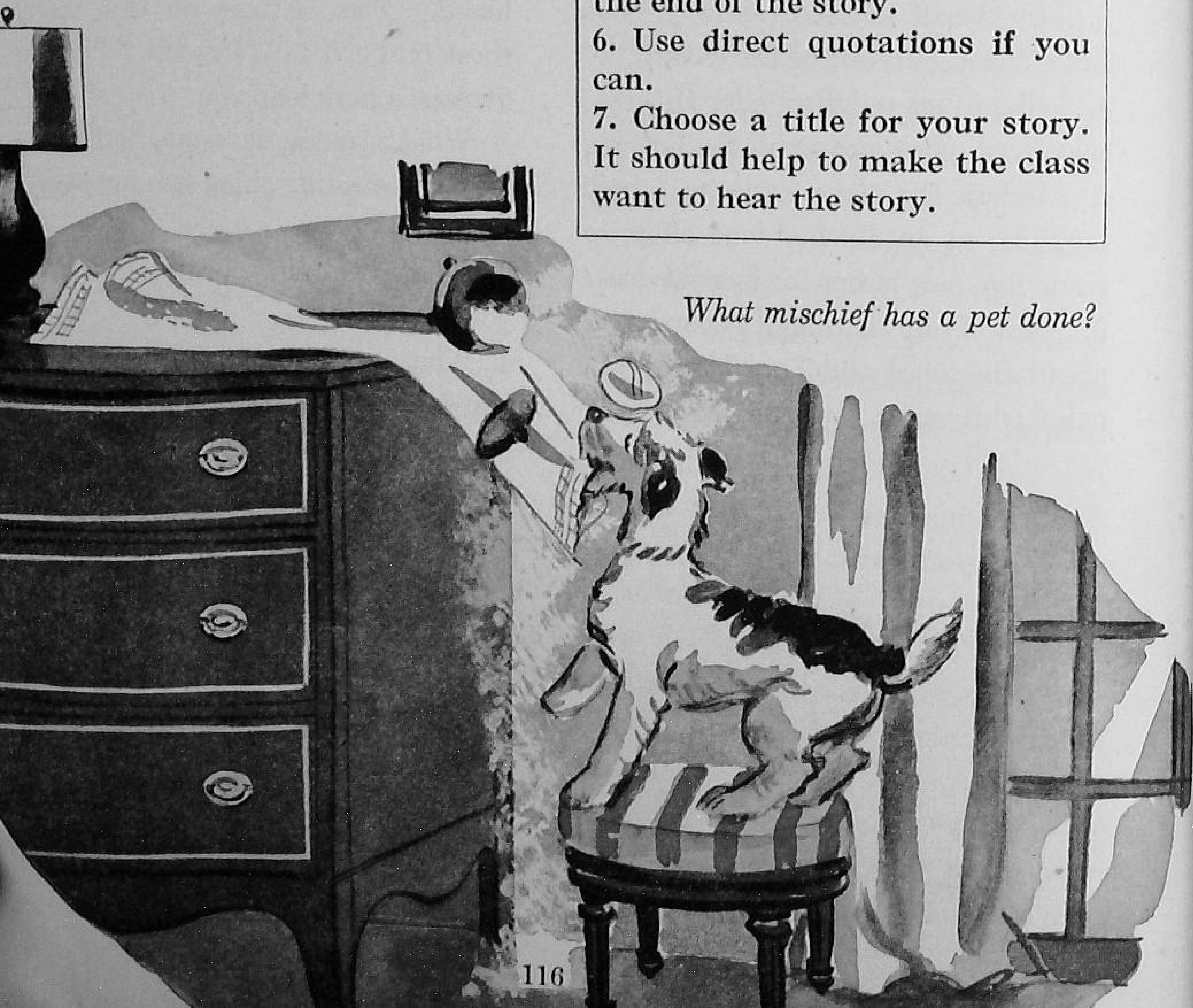
5. What has frightened you and later made you laugh?

6. What interesting thing happened to your grandfather or to some other relative when he was young?

If you cannot think of something about which to tell a story of your own, choose a story that you have read or heard.

Think what you will tell in your story. Use the following directions:

1. Plan to tell enough to make your story interesting to hear and easy to understand.
2. Plan to tell things in the order in which they happened.
3. Think of a good beginning sentence for your story. It should be part of the story and it should make the class wonder what is going to happen.
4. Think of other sentences which tell the rest of your story.
5. If your story has a surprise, plan to tell the surprise at or near the end of the story.
6. Use direct quotations if you can.
7. Choose a title for your story. It should help to make the class want to hear the story.



What mischief has a pet done?

If you wish, write your story on a clean sheet of paper. Keep your sentences apart.

Write the title of your story on a piece of paper, and give it to your teacher to use in planning a storytelling program for the next lesson.

Practice in telling your story

Practice telling your story at home before the next lesson. If you find ways to make it better, make the improvements that need to be made.

5. Using What You Have Learned

Working together

When you are called on, tell the story that you prepared in the last lesson. Follow the suggestions for storytelling which the class put into their record several days ago. Speak loud enough for everyone in the room to hear. Use a pleasant voice. When you have finished telling your story, answer questions that others in the class ask you about it.

Listen carefully while other boys and girls tell their stories. As each storyteller finishes his story, ask him questions about it if you wish.

Talking together

When all the stories have been told, help your class answer the following questions:

1. In what ways can the class improve in composing stories?
2. What things should the class do to improve in telling stories?
3. When can the class have their next storytelling hour?

For more practice use Exercise V on page 136.

CHAPTER FOURTEEN

Words and Sentences in Stories

1. Learning about Pronouns

To read and think over

Do the sentences in the following paragraph seem queer in any way? Notice the nouns printed in italics.

Dick was worrying because *Dick* had lost the ball Sue had given *Dick*. While *Dick* and *Sue* were looking for the *ball*, Sue noticed that the ball was in a pocket of the overalls *Dick* was wearing. *Sue* laughed and told *Dick* not to worry any longer.

Notice whether the words printed in italics make the following paragraph seem more natural:

Dick was worrying because *he* had lost the ball Sue had given *him*. While *they* were looking for *it*, Sue noticed that *it* was in a pocket of the overalls *he* was wearing. *She* laughed and told *him* not to worry any longer.

In the second paragraph what words are used instead of the name *Dick*? What word is used instead of the name *Sue*? Instead of the noun *ball*? Instead of *Sue and Dick*?

The words that are used in the sec ond paragraph instead of *Dick*, *Sue*, and *ball* are called **pronouns**.

> **A pronoun is a word that is used in the place of a noun.**

Here are the commonest pronouns. Which are plural?

1. I, me	6. We, us
2. He, him	7. They, them
3. She, her	8. Who, whom
4. It, its	9. This, that
5. You	10. These, those

Sometimes boys and girls use a pronoun when it isn't clear what noun the pronoun stands for. In such cases it is hard, or even impossible, to understand who or what is meant by the pronoun.

Can you tell who or what is meant by each pronoun in this report?

Last Friday we saw a good picture at the theater. It was called *The Tangle*. It was different from anything else I have seen. In it there were two brothers and two servants. Both of them looked exactly alike. They got into many difficulties. You should have seen them fall out of chariots when two soldiers chased them. Both of them sang well.

> **Use a pronoun only when something has already been said or done that shows what noun the pronoun stands for.**

Talking together

1. What is a pronoun? Why will using a pronoun help to make your speech and writing natural?
2. What must you be particularly careful about in using a pronoun?
3. What pronouns should you use in speaking: (a) to someone about a third person who is a boy or a man? to someone about a third person who is a girl or a woman? (b) to someone about himself? (c) to a group of people about themselves? (d) about yourself? (e) about yourself and other people together? (f) about something?

Help your class decide who or what is meant by each pronoun in the following sentences:

1. Alice lost the gloves that we gave her.
2. The scouts took lunches with them.
3. Dick said he would take the dog home.
4. "I want a picture of you, Sue," said Karen.

5. "Throw the ball into the air and hit it with the bat, Ann," said Joe.

6. "We are going fishing with you," said Tom and Mary to Father.

To read and do by yourself

In copying the following paragraph, try to make it easier to understand. Use one or more nouns in the place of any pronoun whose meaning is not clear.

Last Saturday Bill, Fred, and I went skating. He got to the pond first. They built a fire for the skaters to get warm by. He was helping some girls put on skates when we got there.

Ask someone to check your paper. Find out whether your changes made the meaning clearer.

2. Using Six Pronouns Correctly

To read and think over

Sometimes boys and girls make mistakes in using pronouns in compound subjects. They use *me*, *him*, or *her* when they should use *I*, *he*, or *she*.

For example, they say *Sam and me are going* when they should say *Sam and I are going*. Or they say *Me and her can do that*, when they should say *She and I can do that*.

In the following sentences the pronouns *I*, *he*, *she* are used correctly.

1. *Bob* and *I* went coasting.
2. *He* and *I* stayed late.
3. *He* and *Tom* came back together.
4. *Sally* and *I* have new sweaters.
5. *She* and *I* live near each other.

> It is correct to use the pronouns *I*, *he*, and *she* as parts of compound subjects. It is not correct to use *me*, *him*, and *her* in that way.

Mistakes with pronouns are made also by using *I*, *he*, and *she* where *me*, *him*, and *her* should be used.

In the following sentences the words *me*, *him*, and *her* are used correctly.

6. Fred went with *me*.
7. Fred went with Sam and *me*.
8. I sat between Sam and *her*.
9. They came for Lucy and *him*.

> After such words as *between*, *by*, *for*, *from*, *into*, *on*, *to*, or *with* use the pronouns *me*, *him*, and *her*. Do not use *I*, *he*, or *she*.

You can learn an easy way to decide whether to use *I* or *me*, *he* or *him*, and *she* or *her* in a sentence.

In the incorrect sentence *Janet and me went to the store*, cover the two words *Janet and*. Would you say *Me went to the store*? Of course not! You would say *I went to the store*. In that way you can see that it is correct to say *Janet and I went to the store*.

In the incorrect sentence *Mother took Janet and I in the car*, cover the

words *Janet and*. What does the sentence say now? Would you say *Mother took I in the car*? Of course not! You would say *Mother took me in the car*. In that way you can see that *Mother took Janet and me in the car* is correct. In the same way you can decide whether to use *he* or *him* (or *she* or *her*).

In the incorrect sentence *Dad and him went to the city*, cover the words *Dad and*. What does the sentence say now? Would you say *Him went to the city*? Of course not! You would say *He went to the city*. In that way you can tell that *Dad and he went to the city* is correct.

> **To help you decide whether to use *I* or *me* in a sentence in which you speak of another person and yourself, think which word you would use if you spoke of yourself only.**
>
> **In a similar way you can decide whether *he* or *him* (or *she* or *her*) is correct. Try using alone in the sentence the pronoun about which you are uncertain.**

Talking together

Help your class decide which word should be used in each blank in the following sentences. If you do not understand why the word chosen is correct, ask to have it explained.

1. Jack and . . . are here. (I, me)
2. He and . . . came late. (I, me)
3. Did you get the books for Bill and . . .? (I, me)
4. It will be a secret between you and . . . . (I, me)
5. We saw Don and . . . at the game. (he, him)
6. Don and . . . sat in the bleachers. (he, him)
7. We came home with Bill and . . . . (he, him)
8. . . . and I were caught in the rain. (He, Him)
9. . . . and I went to the library. (She, Her)
10. Sue saw . . . and me on the street. (she, her)
11. She walked between . . . and me all the way. (she, her)
12. Sue and . . . stopped at my house. (she, her)
13. . . . (He, Him) and . . . (I, me) gave the books to . . . (he, him) and . . . . (she, her)

Testing yourself

Think which word is correct to use in each of the following blanks:

Karen and _1_ (I, me) went to town today. _2_ (She, Her) and _3_ (me, I) went shopping for skates. No one went with _4_ (her, she) and _5_ (me, I).

Tom and _6_ (me, I) went skating today. _7_ (Him, He) and _8_ (me, I)

took the skates that were given to 9 (he, him) and 10 (I, me). Those skates were presents for 11 (he, him) and 12 (me, I).

Karen and Linda came to the lake. 13 (She, Her) and Linda had to get help from Tom and 14 (I, me) in putting on their skates. Linda skated between 15 (he, him) and 16 (I, me). Karen didn't need 17 (he, him) and 18 (I, me) to skate with her.

Tom started showing off for Karen and 19 (me, I). He wanted to show 20 (she, her) and 21 (me, I) how he could cut figures. He fell in front of 22 (her, she) and 23 (me, I).

Number a paper from 1 through 23. Write the words needed in the blanks.

Check your paper as your teacher reads the correct words aloud. Take your turn, reading aloud one or more of the sentences, putting in the correct words.

If you made a mistake, read pages 119 and 120 again. Then work out Exercise I, page 134.

3. Subjects and Predicates

To read and think over

A sentence has two main parts. One part is the **complete subject**. The other part is the **complete predicate**. Every word in a simple statement or a question belongs to one part or to the other.

You know that the subject of a sentence is that part about which the predicate says something. The word or group of words printed in italics in each of the following sentences is the complete subject of that sentence:

1. *Dick's police dog* is brown.
2. *The dog's name* is Jack.
3. *He* wears a black collar.

One of the words in the complete subject of such a sentence is the most important word because it *names* what the sentence talks about. That word is called the **simple subject**. It is usually a noun or a pronoun. In the first sentence above the word *dog* is the simple subject. In the second, the word *name* is the simple subject.

When there is only one word in the subject of a sentence, that word is both the simple and the complete subject. In the third sentence above the word *he* is both the simple subject and the complete subject.

You know that the predicate of a sentence is that part which says something about the subject. The word or the group of words printed in italics in each of the following sentences is the complete predicate of that sentence:

1. Jack *guards Dick's baby sister.*
2. No strangers *[illegible] near them.*
3. Few dogs *could guard her so well.*
4. The dog *has chased tramps away.*
5. The tramps *ran.*

One word or one group of words in the complete predicate of any sentence is the **simple predicate**. It is always a verb. In the first sentence given the one word *guards* is the simple predicate. In the second sentence the word *come* is the simple predicate.

In the third sentence the words *could guard* form the simple predicate. In the fourth sentence the words *has chased* form the simple predicate.

When there is only one word in the predicate of a sentence, that word is both the simple and the complete predicate. In the fifth sentence the word *ran* is both the simple and the complete predicate.

Talking together

1. What is the difference between the complete subject and the simple subject of a sentence? When are they the same? Is the simple subject usually a noun, a pronoun, or a verb?
2. What is the difference between the complete predicate and the simple predicate of a sentence? When are they the same? Is the simple predicate a noun, a verb, or a pronoun?

Help your class find the simple subject and the simple predicate in each of the following sentences. Help decide whether it is a noun, a pronoun, or a verb.

1. A man started up the walk.
2. Jack did not know him.
3. The baby was in the yard.
4. The police dog rushed at the man.
5. Jack barked.
6. The man was backing away.
7. Mother came to the door.
8. She recognized Uncle Bill.
9. He had returned from a sea voyage.

Testing yourself

Find the complete subject and the complete predicate of each of the following sentences:

1. Jack was in the front yard.
2. Dick's mother had placed the baby there in her pen.
3. Dick dressed in ragged clothes.
4. He put on an old false face.
5. The boy walked through the gate.
6. Jack was not fooled.
7. He did not rush at Dick.
8. Dick was disappointed.
9. His trick had failed.
10. Jack is a smart dog.

At the top of the left side of a sheet of paper write the word *Subjects*. At the top of the right side write the word *Predicates*.

Under *Subjects* write and number the ten subjects in the sentences above. Draw a line under each simple subject.

Under the word *Predicates* write and number the ten predicates. Draw two lines under each simple predicate.

Check your paper as your teacher tells what you should have written and what you should have underlined. Find out why any mistake you may have made is a mistake.

4. Placing Subjects in Sentences

To read and think over

In each of the following sentences, notice that the subject, printed in italics, comes first:

1. *The black airplane* sped across the sky.
2. *A dozen balloons* hung in a distant cloud.

Each of the sentences can be written as follows so that the subject does not come first:

3. Across the sky *the black airplane* sped.
4. In a distant cloud hung *a dozen balloons*.

In sentence 3 above the subject is placed between two parts of the predicate. In sentence 4 the subject comes last.

Think how each of the following sentences could be written so that the subject does not come first:

1. Lightning flashed in the west.
2. Hail beat against the plane.
3. The ship was not held at the airport.
4. The airplane flew into the storm.
5. The sun peeked through broken clouds in the east.
6. The storm passed over within a half hour.

Talking together

1. How could each of the six sentences be written so that the subject does not come first?
2. Why should you not place the subject first in all your sentences?

To do by yourself

On a clean sheet of paper write the following five sentences in such a way that the subject in each of them does not come first.

1. Sam built a boat down by the lake.
2. He put a mast in the center of the boat.
3. Sam may get an outboard motor for the boat next summer.
4. The boat came around the curve.
5. Dick ran down from the cabin.

Now write two sentences of your own in each of which the subject comes first, and three sentences in each of which it does not come first.

Use the following questions to help you correct your sentences:

1. Is each group of words that you wrote in the form of a sentence really a sentence? Does it have a subject and a predicate?

2. Did you use capital letters and punctuation marks correctly?

Correct any mistakes you made. For more practice use Exercises II and III on page 135.

5. Using What You Have Learned

To do by yourself

For each blank in the following report, choose the correct pronoun.

CAUGHT IN A STORM

One morning my brother and _1_ (I, me) started for a city fifteen miles away. _2_ (He, Him) and _3_ (me, I) took turns driving our horse. On the way home we were overtaken by a bad thunderstorm. The rain fell on _4_ (him, he) and _5_ (me, I) until we were wet through. Because the horse didn't like to face the storm, my brother and _6_ (I, me) took turns leading _7_ (he, him). Both my brother and _8_ (I, me) got soaked.

Number a paper and make a list ot the words you chose for the blanks.

David wrote the following story. How would you change some of the sentences in the first paragraph so that each of them does not begin with its subject? What would you do to separate the sentences that are run together in the fifth paragraph?

A SMART DRIVER!

A young lady was arrested for reckless driving one morning. A policeman took her before the judge at the city hall. The judge looked closely at the prisoner as she stood before his desk. The lady looked back at him smilingly.

"Young lady, you are charged with reckless driving," the judge said. "Is that charge correct?"

"No, it's not, your honor!" replied the young lady. "I was trying to get out of the way of a reckless driver."

"What do you mean?" asked the judge.

"Here is what happened," the lady smiled. "My aunt and I were driving down Main Street I was trying to dodge all the bumps in the pavement when a man came speeding after me around the corner on two wheels and so I had to drive up on the sidewalk to get out of his way."

"Is that so!" exclaimed the judge. "Driving around the corner on two wheels, was he? He's the man who should be arrested. Do you know who he was?"

"No, I don't, your honor," said the lady solemnly. "You may know him. He was a motorcycle policeman."

Copy the first and the fifth paragraphs of David's story. In the first paragraph change some of the sentences so that each one does not begin with its subject. Separate the sentences that are run together in the fifth paragraph. Use capital letters, punctuation marks, apostrophes, and quotation marks correctly.

Working together

Check your list of words as your teacher reads the correct words to you.

If you are asked to do so, read aloud the first and the fifth paragraphs of David's story as you wrote them. Then help your class decide how those paragraphs could be written well.

Correcting your paper

Correct any mistakes you may have made in copying the paragraphs of David's story. Show your paper to your teacher.

CHAPTER FIFTEEN

Speaking Clearly and Correctly

1. Using Your Organs of Speech

To read and do by yourself

In your neck there is a large tube through which your breath passes to and from your lungs. Near the top of that tube is a box which contains two short but wonderful strings. Those strings are your **vocal cords.**

Sounds that you make in speaking or in singing above a whisper start with your vocal cords. Whispers start with the breath only.

The sounds made by your breath or your vocal cords do not form words. Your vocal cords make only a buzzing or humming sound. To speak words with those sounds, you must use your tongue, lips, teeth, throat, the roof of your mouth, and even your nose. For that reason we call those parts of the body **the organs of speech.** To speak clearly and correctly, you will need to train your organs of speech.

Say each of the following groups of words softly to yourself. Think which organs of speech you use most in saying each word.

1. my, me, by, be, bay, pay, pie
2. toe, tea, talk, doll, do, did
3. see, saw, sigh, seen, sew, sow

As you hold your nose so that no air gets in or out of your nostrils, say *moon, noon, mine, now, singing,* and *ringing.* Could you make the sound of *m*, *n*, and *ng* clearly?

Say *rye* and *lie* softly to yourself. What does your tongue do when you make the sound of *r*? What does it do when you make the sound of *l*?

Say the names of the letters *a*, *e*, *i*, *o*, and *u* softly to yourself. These letters are called **vowels.** Did you need to close your mouth when you said any one of them? In speaking a word in which you sound a vowel, open your mouth wide enough to make the sound clearly.

Make the sounds of *f*, *v*, *w*, *h*, *j*, *k*, *c* (as in *come*), *g* (as in *goal*), *g* (as in *germ*), and *y* (as in *yellow*). Which organs of speech did you use most in making each sound?

Talking together

1. Which organs of speech are used most in making each of the sounds you have just read about?
2. What different things do you do with each of those speech organs in making those sounds?

Working together

When your turn comes, read some of the following "tongue-twister" sentences aloud. If you wish, the class will tell you whether you made clearly and correctly the sounds you have studied in this lesson.

1. The anteater ate ants all afternoon and all night.
2. Did those busy boys bat the balls that broke our basement windows?
3. Can Carrie catch the car at the next corner?
4. Dorothy's dress doesn't look very dirty.
5. Ethel entered excitedly with eleven Easter eggs.
6. Flags fly for famous men who were born in February.
7. Gail, get the globe for the geography class.
8. Henry had a high hat handy for Halloween.
9. Ivan invited Isaac to inspect Irvin's ice boat.
10. Just Jane and Jerry got jello for lunch.
11. Kate was kind to the kangaroo.
12. Lucy looks like a lady in her long dress.
13. Many men make money mining minerals.
14. Nell nodded to her nice new neighbor.
15. Open our olives, Oliver.
16. The Pied Piper played a pretty tune on his pipes.
17. The queen began her quest quite quietly and quickly.
18. The ragged robber ran down the rough and rutty road.

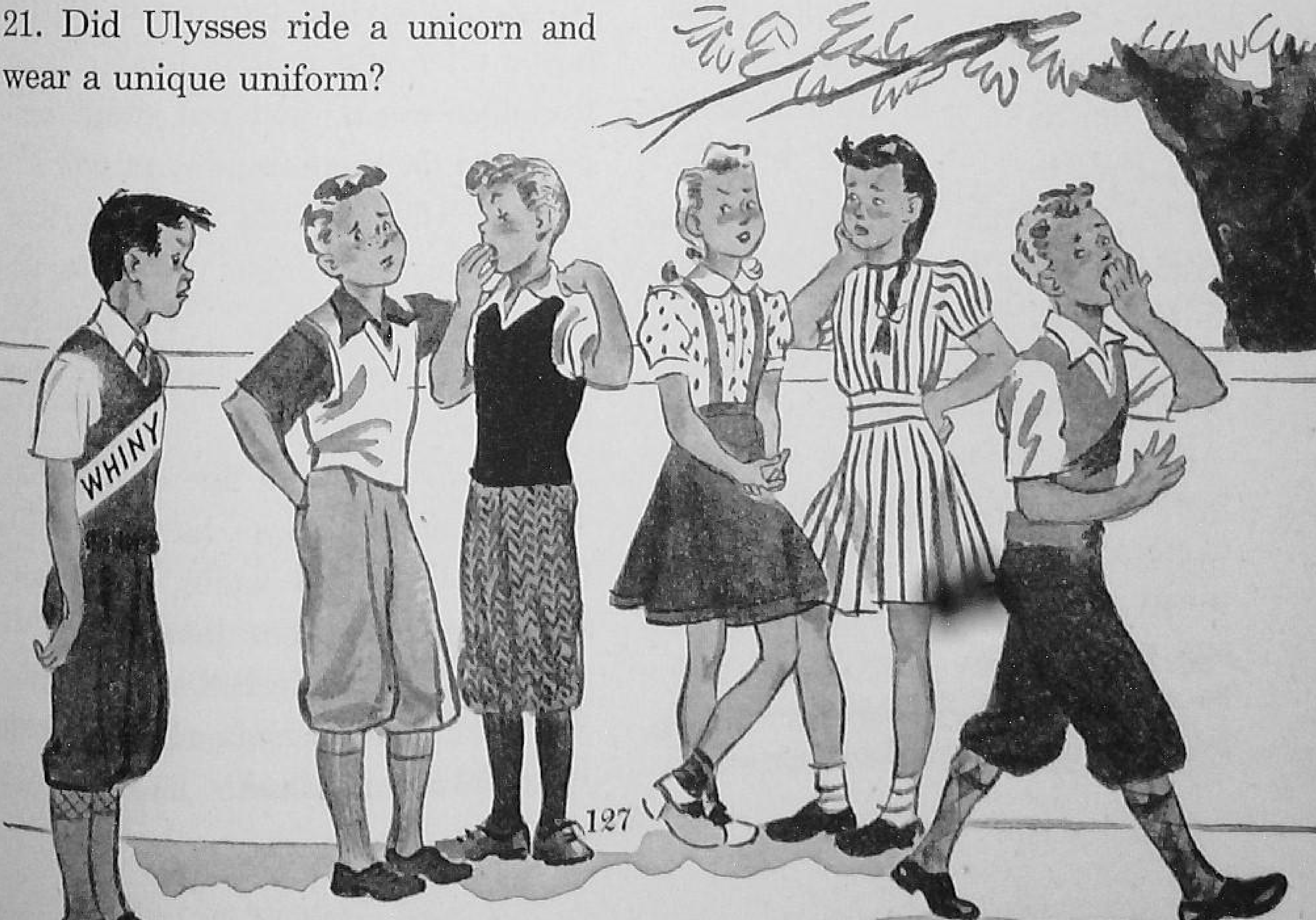
19. Susie saw seven swans swimming in the sun.
20. Tommy Tucker tried to tease his two turtles.
21. Did Ulysses ride a unicorn and wear a unique uniform?
22. Vera found a vase of great value on her visit to the village.
23. The wind and the waves upset the wandering boat.
24. You would yell if a yellow jacket stung you.
25. The zebra at the zoo zigzagged in his pen.

2. Learning to Use Your Voice

To read and think over

Which of the following words tell how a pleasant voice sounds?

rasping	kind	mellow	friendly
cranky	full	soft	high
nasal	sharp	whiny	deep
sincere	loud	musical	clear



When anyone speaks in his highest voice, we say that he speaks in a high **pitch**. When he speaks in his lowest voice, he speaks in a low pitch. The voice that you should use in most of your talking is about half way between the highest pitch and the lowest pitch of your voice. That is the pitch of your voice that others will like best and that will tire your vocal organs least.

But in speaking a group of words, you would not want to say every word in *exactly* the *same* pitch. Doing that would make your voice sound dull and monotonous. You would want to say some of those words a little lower or higher than the other words.

You can use your voice to help others understand how you feel or what you mean when you speak a group of words. By saying one word in a little higher pitch and a little louder than the other words, you put more emphasis on the more important word.

When Bill found his small brother breaking up his model airplane, he was a little angry. He called, "Mother, just see what Ted has done!"

When Bill found a fine castle that Ted had built of blocks, he was a little proud. He called again, "Mother. just see what Ted has done!"

If you had been in Bill's place, how would you have said what he did when he found the airplane? How would

you have said what he did when he found the castle?

Think how you would read each of the following sentences in order to put emphasis on the word printed in italics:

1. Ben, *toss* me your cap.
2. Ben, toss *me* your cap.
3. Ben, toss me *your* cap.
4. Ben, toss me your *cap*.

How would you use your voice in saying each of the four sentences to show exactly what it means?

Talking together

Help your class decide upon answers to these questions:

1. What words tell how a pleasant voice sounds? What words describe an unpleasant voice?
2. What is meant by pitch? With what pitch should you do most of your talking? Why?
3. In what ways can you use your voice to help others understand how you feel or what you mean?

If you are asked to do so, read aloud each sentence that Bill spoke and the four sentences spoken to Ben. Make your voice show clearly your feeling and your meaning.

Working together

Notice the words in italics in the following story. Think how the speakers felt or what they meant when they said them. Then, if you are asked to do so, read the story aloud. Use your voice to show how the speakers felt or what they meant.

THE TIN BOX

At last Bob, Dick, and Joe were ready to dig the hole for the flag pole in front of the club's shack.

"Hand me the *spade*, Bob," said Joe. "I'll start work on the *hole*. Who *knows* — I may find a *treasure* too. Wouldn't *that* be wonderful!"

"Let *me* start the hole," said Dick. "*I* can dig faster than *you*."

"*You*?" asked Joe scornfully. "I'm the *best* digger in *town*."

Four, five, six spadefuls of earth Joe brought up. Then, as he pushed the spade into the ground again with his foot, the boys heard a sharp clank!

"Oh, boy!" cried Bob. "That sounds like *tin*. Maybe you've struck a buried *treasure* in a tin *box*!"

"Give *me* that spade!" cried Dick. "*I'll* get it out *faster* than you can."

"Go away, I tell you," protested Joe. "*I'm* doing the digging!"

Joe dug with all his might. Finally the whole top of a black tin box was uncovered.

"*Pull* it out with your *hands*!" cried Dick.

"That's right!" said Bob. "We *can't* stay here *all* day."

With that, Joe placed the box on the ground and threw back the lid.

"Aw *shucks*," he said, "it's *empty*."

3. Other Words to Express Your Meaning

To read and think over

Read the story below. Then for each word printed in italics, choose a word from the list that has the same number. For each one choose a word that keeps the meaning of the story about the same or makes it more exact. Use the context, the picture, and your dictionary if you need them.

BECOMING A PIRATE

The Captain of the Prowling Pirates (1) *ordered* Joe to be (2) *loosed* from the post to which he had been (3) *fastened*. In (4) *dead* silence he tied a blindfold (5) *tightly* over Joe's eyes. Quickly he led the (6) *prisoner* up to the rail of the old ship and made him walk ten steps along it. Then he (7) *stopped* the victim, turned him around several times, and left him (8) *weaving* dizzily.

"Are the (9) *hungry* sharks waiting, Mate?" demanded the captain.

"Aye, aye, sir," chuckled the pirate.

"Jump!" (10) *boomed* the captain in a big voice as he struck Joe sharply with a small wooden sword.

The (11) *hopeless* prisoner half fell and half plunged into the depths. Amid the shouts of laughter he landed in a net only a foot below the rail.

"Ho! All hands! Welcome to our new pirate!" called the captain as he pulled the blindfold from Joe's (12) *puzzled* eyes.

1. told	2. untangled	3. nailed
declared	released	spiked
stated	pardoned	chained
implied	unwound	glued
commanded	unwrapped	bolted

4. queer	5. gently	6. captive
good	securely	servant
complete	gradually	tramp
dry	wholly	criminal
sad	easily	coroner

7. hesitated	8. dropping	9. fierce
halted	swaying	wild
quit	dancing	ravenous
balked	staggering	crafty
refused	stumbling	wily

10. snorted	11. crazy	12. calm
boasted	foolish	defeated
thundered	simple	bewildered
snapped	lifeless	delighted
threat-ened	desper-ate	amused

Writing the words you chose

Make a list of the words you chose to take the places of the words printed in italics.

Talking together

Help your class decide which word in each list seems best to use and why the other words do not seem suitable for this story.

Armstrong Roberts

TO HIS DOOM!

To read and think about

What kind of game are these boys playing? What games like this have you played?

4. Using Your Dictionary

To read and do by yourself

The following words in heavy type are listed here as they are listed in a dictionary. Notice the spelling of the word in parentheses.

[1]**awk′ward** (ôk′wẽrd), *adj.* 1. Not skillful or expert; clumsy. 2. Not easy or graceful, in movement, expression, etc.; as, an *awkward* dancer. 3. Embarrassing; not convenient or comfortable; as, an *awkward* situation.

co·me′di·an (kȯ·mē′dĭ·ăn), *n.* 1. An actor of comic parts. 2. An amusing person.

om′e·let, om′e·lette (ŏm′ĕ·lĕt; ŏm′lĕt), *n.* Eggs beaten up with milk or water and cooked in a frying pan.

re·duc′tion (rē·dŭk′shŭn), *n.* 1. The act of reducing; also, the amount or quantity taken off in reducing something. 2. A thing made by reducing, such as a reduced copy of a picture.

The respelling, in parentheses, of a word listed in a dictionary shows how that word should be pronounced. For that reason, this respelling is called **phonetic.**

Sometimes there are two respellings in the parentheses. Those respellings show two correct but different ways to pronounce the word. The better, or preferred way, is given first. Which word in the list above has two correct pronunciations? Which one is preferred?

Notice that each word spelled phonetically is divided into parts which are called **syllables.** To pronounce a word correctly, you must pronounce each syllable correctly. In the phonetic spelling of a word that has more than one syllable, you will find an **accent mark** (′) pointing toward the syllable that should be emphasized or stressed in pronouncing the word. In some words there are two accent marks. The heavier accent mark is placed after the syllable that should be stressed most; the lighter accent mark is placed after the syllable which should be stressed lightly in pronouncing the word.

In the phonetic spelling little marks, called **diacritical marks,** are used above some of the letters. A diacritical mark is used to show what sound to give the letter.

In a good dictionary you will find at the bottom of each page, or of every other page, one or more lines of words with diacritical marks. These are to be used as key words. For example, in one dictionary you find these key words among many others:

āle ădd ärm ēve ĕnd makẽr

This means that ā is to be sounded as the *a* in *ale*; ă as the *a* in *add*; ä as the *a* in *arm*; and so on.

By using the key words, you can find out how to pronounce the words spelled phonetically.

If you do not find among the key words the letter and the mark you need, look in the *Key to Pronunciation* in the front part of the dictionary.

[1] By permission; from *Webster's Elementary Dictionary, a Dictionary for Boys and Girls,* copyright, 1935, by G. & C. Merriam Company.

Use your dictionary to find out how to pronounce each of the following words correctly:

history	really	February
library	jewels	Saturday
company	family	Arctic
poem	geography	general
regularly	airplane	theater
engine	address	defects
perhaps	allies	corral

Talking together

1. Why does the dictionary respell a word? How can you tell which pronunciation is preferred?
2. What are diacritical marks? How can you find out what sound a diacritical mark stands for?
3. Why are accent marks used?

If you are called upon, read the following sentences aloud. Find out whether you mispronounce any of the words printed in italics.

1. Are those stones *really jewels*?
2. Our *family* had *company* last *Saturday*.
3. I must go to the *library* to get books for *history* and *geography*.
4. *Defects* in the *engines* made the big *airplane* crash last *February*.
5. The *address* of the Rex *Theater* is 241 South *Arctic* Avenue.
6. *Perhaps* we can help Dad *regularly* to drive the horses into the *corral*.
7. He is a *general* of the *allies*.
8. Have you a *poem* to read aloud?
9. I *really* like to study *history*.

For more practice use Exercise IV, page 136.

5. Using What You Have Learned

To read and do by yourself

The sixteen words in italics in the following story are words that boys and girls often mispronounce. If you need to do so use your dictionary to find out how each of them should be pronounced. Then say the words softly to yourself.

MOTHER'S FISH

"Barry and I are *just* ready to go fishing *again*, Mother," called Barry's father. "We'll *catch* at least *ten* trout for supper."

"That's right, Mother," added Barry. "I put a new *film* in the camera too. I'm going to take Dad's *picture* while he holds his string of fish."

"*Can* you boys remember to stop at the grocery on your way home?" *asked* Mrs. Hope, coming into the kitchen. "One of the *men* will have a package *for* me."

"I have a good *memory*. I won't *forget*," said Barry.

"Be careful now," called Barry's mother *from* the kitchen window. "Don't *get drowned*."

"We're *such* good *athletes* that we won't get *drowned*," Barry replied.

All day long, Barry and his father fished in the cool mountain stream without even a bite. Then at four o'clock, they started home.

"What will Mother say?" they thought as they drove along.

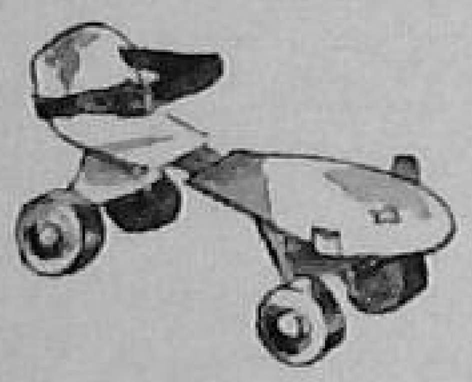
At five o'clock Barry and his father trudged into the grocery, each with his fishing pole in his hand.

"Is there a package here *for* Mrs. Hope?" asked Barry's father.

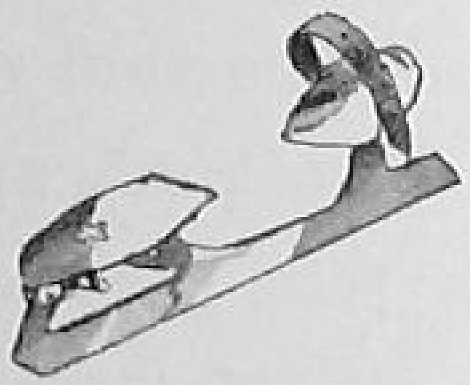
"Yes, here it is," answered one of the *men*. "There are three big fresh trout in it for your supper. Mrs. Hope ordered them early this morning."

Working together

If you are asked to, read the story aloud. If you wish, the class will tell you whether you mispronounced any one of the sixteen words. If you made a mistake, find out what it is. Then find out how to pronounce the word correctly.



More Practice



I

Using the pronouns I, me; he, him; she, her correctly

Choose SHE AND I, HER AND I, SHE AND ME, *or* HER AND ME:

1. ... have been collecting stamps for three years.
2. Every week Dad gives ... twenty-five cents each to spend for them.
3. Those quarters are highly prized by ....
4. ... save them up to spend at one time.
5. Then Dad goes shopping for stamps with ....

Choose HE AND I, HIM AND ME, HE AND ME, *or* HIM AND I:

6. Bob Gray often comes over with his stamps so that ... can work together.
7. Sometimes his mother helps ... arrange our stamps.
8. Yesterday she went with ... to see a large stamp collection.
9. The owner showed some very expensive stamps to ....
10. ... can't afford to buy stamps of that kind.

As you copy and number the sentences, put in the words you chose.

Correcting your paper

Use the method given on pages 119 and 120 to check your choice of words for each blank.

II

Finding subjects and predicates

Find the complete subject and the complete predicate of each of the following sentences. Decide what the simple subject and the simple predicate of each sentence are:

1. Two queer-looking men had dug a hole in the side of a hill.
2. Bill was curious about that hole.
3. Three boys decided to explore it.
4. They ran down the slope toward it.
5. The boys heard a loud roaring noise.
6. The whole side of the hill was moving toward them.
7. Rubbish of all kinds covered the hole completely.
8. The frightened boys turned and ran.
9. They barely escaped being killed.
10. The boys had never before seen such a great landslide.
11. For weeks and weeks they talked about it.
12. Probably they are still talking.

At the left side of a paper write the word *Subjects*. At the right side write the word *Predicates*. Under the word *Subjects* write and number the nine complete subjects in the sentences above. Under the word *Predicates* write and number the nine complete predicates. Draw a line under each simple subject and under each simple predicate.

III

Rearranging subjects and predicates

As you copy the following sentences, change each one so that it begins with some part of the predicate.

1. Mary noticed smoke in our room about two o'clock.
2. She spoke to Miss Parker without making any disturbance.
3. Everyone in the room was busy at that hour.
4. We were asked immediately to leave the building.
5. Everyone rose and marched out calmly.

As you copy the following sentences, change each one so that it begins with the subject:

6. At a fire people often get excited.
7. Usually someone does something queer.
8. At one fire a man threw a mirror out of the window.
9. At the same fire he carried a pillow downstairs.
10. Doubtless he was trying to be careful.

IV

Accenting words correctly

In pronouncing each of the following words printed in italics, which syllable should be accented, or stressed, most?

The *president* of our Camera Club had planned an *interesting program.* Mr. Brown of the Tip Top *Theater* was to show us pictures of a recent *hurricane.* At the last minute he sent us a *telegram* that he couldn't come. Fortunately Joan could show us pictures that she took on her uncle's farm in *Iowa.* The close-ups of wild flowers were *exquisite.* My *favorite* was the picture of a thistle like the one in our *dictionary.*

Write each word printed in italics in the story. Divide it into syllables and put an accent mark (′) after the syllable or syllables that should be stressed in pronouncing each word. For example, *pres′i dent.*

Correct your paper by using the dictionary. Practice pronouncing each word correctly.

V

Improving sentences in a story

Decide how to separate the run-together sentences in these two paragraphs:

TOO MUCH MONKEY BUSINESS

The monkeys at the zoo used to fascinate me and I could spend hours in front of their cage watching them and now the sight of a monkey almost makes me cry.

My dislike of monkeys began on my birthday two years ago early that morning Aunt Lucy asked how I wanted to spend the day and I told her Dorothy and I would like to go to the zoo.

Find the direct quotations in these paragraphs and decide how to write and punctuate them correctly:

I'll take you and Dorothy to the park Aunt Lucy offered. As she left us she handed me a coin purse. Here is some change for you and Dorothy to spend she said. Be sure to save enough money for carfare.

Decide how you can combine some of the following sentences:

The monkeys were very interesting. For a moment we forgot where we were. We stood too close to the cage. A furry monkey named Maggie shot out her paw. She snatched my coin purse. She ran to the middle of the cage. Horrified, Dorothy and I watched her. She opened the purse. She put every coin into her mouth.

As you copy the story, improve the sentences as you planned.

UNIT SIX
Conversation

CHAPTER SIXTEEN

Talking with Others

1. Rules for Conversation

To read and think over

The boys and girls in Miss Parker's class were discussing the following rules which they use in their conversations about topics that interest them — things that they do, see, hear, and read:

> 1. Take part in the conversation (a) by giving information and expressing opinions that will interest others and (b) by asking questions about things you wish to know.
> 2. Help others to take part. If someone is timid about talking, ask him questions about topics on which you think he may have information or opinions.
> 3. Give everyone a chance to talk. Don't talk too often or too long at a time yourself.
> 4. Listen courteously and carefully to all that is said.
> 5. If you do not understand what a speaker says, ask him politely to explain.
> 6. Do not interrupt a speaker unless it is necessary. Do not begin to speak while another person is talking.
>
> When two persons begin to speak at the same time, both should stop and allow the proper one to proceed. Courtesy requires a boy or a girl to give way to a grown person. It also requires a boy to wait for a girl. Two boys must decide which one is to continue. The same is true of two girls.
> 7. Be courteous in saying that you do not agree with something that is said. Give your reasons for disagreeing.

"Those rules are almost the same as our rules for taking part in a discussion," said Linda.

"Yes," said Miss Parker, "all the

rules, except one, that we have for discussions are good rules for conversations."

"Which rule is that?" asked Tom.

"The rule about keeping to the topic," replied Miss Parker. "In a discussion we talk on a single topic, a single question, or a single problem, in order to decide something about it before our discussion time is up. In a conversation we do not need to decide anything. For that reason we do not need to keep to one topic or one question. Usually we talk about several different things."

"Are those seven rules the only ones we need for conversations?" asked Jerry.

"No, there are others," answered Miss Parker. "I'll add them now."

8. At the dining table talk about things that are pleasant to others in the group. Do not criticize the food.
9. Try to keep the conversation on topics that are pleasant to others in the group.
10. When a conversation is embarrassing to someone present, change the topic.
11. Talk only where conversation will not annoy or disturb others.
12. When a newcomer joins your group, say and do something to make him feel welcome.

Talking together

Help your class decide which of the first seven rules they do not follow closely enough in their conversations.

Which of the following statements should not be made at the dining table? Why?

1. Is that macaroni? Can't we ever have something I like?
2. Dad and I have the toboggan nearly done, Mother. It's a dandy!
3. I like your new suit, Dad. You look well in brown.
4. We ran over a skunk this morning. Whew!
5. I don't see why I can't buy it. You never let me get anything.
6. This was a good cake, Mother. When may we have another like it?

In which of the following places should people not carry on a conversation?

1. In assembly during a lecture.
2. In a theater when the show is on
3. Near the room of a sick person
4. At a ball game
5. In the reading room of a public library
6. On your front porch

Which of the following would be courteous to say to a newcomer to your group?

1. Hello, Mary. What do you want?
2. Hello, Betty. Sit here with me.
3. Come in, Sam. We're talking about building iceboats.
4. Hello, Tom. Don't interrupt us.

Making a record

Think of topics in which you are interested and which you would like to talk about with your class. These questions may help you:

1. What can boys and girls make out of old boxes or other waste material?
2. What trips are pleasant ones to take?
3. What new books have you read?
4. What games are fun to play at a party?
5. What kinds of work are much like play?

When your turn comes, give the topics you thought of so that they may be written with others in a list on the blackboard.

Copy the list that is on the blackboard. Save your copy.

2. Saying *Hello* and *Good-by*

To read and think over

When you greet someone you know, you should use his name. You may also say something or ask a question to show that you are interested in him. In greeting a grown-up person, it is usually better to say, "How do you do, Mr. Reed?" or "Good morning, Miss Ray", or "Hello, Uncle John" rather than "Hi" or "Howdy."

When you answer the doorbell and find that the caller is a friend, you should ask him to come in and be seated. Then if he wishes to talk with another person in your home, you should find that person and tell him where the caller is waiting.

When you answer the doorbell and find a stranger there, you should greet him and wait for him to tell you what he wants. *Do not ask him to come in.*

When you leave a party or any place where you have been a guest, you should thank the people who invited you. You should also say good-by to other guests. When you must leave a group of persons before others are ready to leave, you should excuse yourself.

Talking together

Which of the following greetings are good to use in greeting a boy or a girl of your age? In greeting a grown-up person?

1. Hi, Sam! How are you?
2. Hello, Bill. Where are you going?
3. How do you do, Mr. Hope?
4. Good morning, Mrs. Cox.
5. Hello, Miss Parker.
6. Hello, Sally.
7. Uh.
8. Hello.
9. Howdy, Mrs. Lee.

Which of the following conversations shows what you should do when you open the door for a caller who is a friend? Why?

(1)

SAM (opening the door): Good morning, Mrs. Polk. Please come in.

MRS. POLK: Thank you, Sam. Is your mother at home?

SAM: Yes, she's here. Have this chair. I'll call Mother.

(2)

SUE (opening the door): Hello.

MR. DAVIS: How do you do, Sue? Is your father at home?

SUE: Yes, I think so.

MR. DAVIS: I'd like to see him.

SUE: Wait a minute. I'll see whether he can come to the door.

Which of the following conversations shows what should be said in greeting a stranger at the door? Why?

(1)

JERRY (opening the door): How do you do, sir?

STRANGER: Good morning. Is the lady of the house at home?

JERRY: Yes, sir, she's here. Come in, I'll call her.

(2)

KAREN (opening the door): Good morning.

STRANGER: Good morning, young lady. Is your father at home?

KAREN: I believe so. If you'll wait, I'll call him.

Which of the following conversations shows what you should say when you leave a party? Why?

(1)

LINDA (saying good-by to Betty and her mother): Good-by, Betty. Thank you for inviting me. I had a very nice time. Good-by, Mrs. Sharp. Thank you too.

BETTY AND HER MOTHER: Good-by, Linda. We were glad you could be here.

(2)

BILL: Good-by, Betty. I'll see you at school tomorrow.

BETTY: Good-by, Bill.

Working together

Help choose boys and girls to dramatize the following conversations:

1. A boy or a girl greets at the door of his home a boy or a girl who is a friend.
2. A boy or a girl greets at the door Mrs. Paul, a friend who comes to call on his or her mother.
3. A boy or a girl greets at the door Mr. Stone, a friend who wishes to see his or her father.

4. A boy or a girl greets at the door a stranger who wants to sell magazines to his or her mother or father.

5. At the close of a party a boy or a girl says good-by to a girl and her mother who invited him or her to the party.

If you are chosen for one of the dramatizations, think what you will need to say in playing your part.

Listen while others dramatize their parts in the conversations. If you think anyone can do better than he did, explain how he can do so.

3. Introducing Your Friends

To read and think over

The following are rules for making and taking part in introductions:

1. In making an introduction, introduce first:
a. A boy to a girl.
b. A man to a woman.
c. A boy or a girl to a grown-up person.
d. A younger woman to an older woman and a younger man to an older man.
e. A person to a group.
2. In introducing to each other two boys, or two girls, or two women of about the same age, or two men of about the same age, it makes no difference which one is introduced first.
3. When you introduce two persons to each other, tell something to each one about the other.
4. When you are introduced to a person, say, "How do you do, ——?" speaking his name.
5. In beginning an introduction use this form: "Aunt Helen, this is my classmate, Ruth Rogers." Do not say: "Aunt Helen, meet my classmate, Ruth," or "Ruth, I want to make you acquainted with my Aunt Helen."
6. When you introduce a relative such as an uncle, an aunt, or a grandparent, be sure to give his or her last name at some place in the introduction. For example, say: "This is my uncle, Mr. Steele" or "This is my aunt, Mrs. Simmons."

Jim introduced his friend, Harvey, to Miss Parker, to the class, to Sue Taylor, and to Jerry Adams. Which rule or rules did Jim use in making each of the following introductions?

(1)

"Miss Parker, this is Harvey Burke. He lives in Richmond. Harvey, this is Miss Parker, our teacher."

(2)

"Boys and girls, this is Harvey Burke. He goes to school in Richmond."

(3)

"Sue, this is Harvey Burke. He

is a good tennis player. Harvey, this is Sue Taylor. She is the best tennis player in our school. You two should play together."

(4)

"Jerry, this is Harvey Burke. Harvey and his mother are visiting us from Richmond. Harvey, this is Jerry Adams. Jerry used to go to school in Richmond."

The following is what Ann said when she introduced her Aunt Helen to Miss Parker, to Ruth Walters, and to Ruth's father. Which rule or rules did she use in each introduction?

(5)

"Aunt Helen, this is Miss Parker, our teacher. Miss Parker, this is my aunt, Mrs. Burrows."

(6)

"Ruth, this is my aunt, Mrs. Burrows. She teaches piano. Aunt Helen, this is Ruth Walters. She plays in our school orchestra."

(7)

"Aunt Helen, this is Mr. Walters. Mr. Walters, this is my aunt, Mrs. Burrows. She came today from Chicago."

Talking together

1. Did Jim make any mistakes in making his introductions? If so, what were they?
2. Did Ann make any mistakes in making her introductions? If so, what should she have said or done?
3. What should you say when you are introduced to someone?
4. At what times should you introduce one person to another?

Working together

Help your class choose boys and girls to take part in dramatizing the introduction of the following persons to each other:

1. Two girls in your class

2. Two boys in your class
3. A boy and a girl in your class
4. A boy or a girl in your class and your teacher
5. The mother of one of the boys or girls in your class and your teacher
6. The father of one of the boys or girls in your class and your teacher
7. The father of one of the boys or girls and the father of another boy or girl
8. An uncle or an aunt and your teacher

If you are chosen to make an introduction or to take the part of one of the persons to be introduced, think what you will say. Then play your part when you are asked to do so. If you make mistakes, correct them.

4. More Rules for Conversation

To read and think over

In the following part of a conversation did anyone say something that he should not have said? Did anyone ask a question he should not have asked?

"Here come Martha and her dad in their new car," said Joe. "Isn't it beautiful?"

"It certainly is," said Janet as the car stopped before the Strong home.

"That's a good-looking car, Mr. Strong," said Bob. "How do you like it?"

"It's the best in the world," replied Mr. Strong.

"How much did it cost?" asked Tom.

"Almost a thousand dollars," answered Mr. Strong.

"Do you have it all paid for yet?" asked Ethel.

"Not quite," said Mr. Strong as he and Martha walked into the house.

"I don't see how they can afford a car," said Clarence. "Mr. Strong doesn't earn much money. I've heard that he can't hold a job for any length of time."

"Yes — and that Martha," said Mabel. "She always looks like a scarecrow. I should think the Strongs would have bought her some clothes instead of buying a car."

"Oh, keep still, Mabel," said Sam. "Your clothes aren't so good. You'd never win a beauty prize either."

"I have some new clothes you haven't seen," said Dora.

"I wish we had a new car," said Bill. "I'd like to drive to the West Coast."

"I've been there ten times," said Dora. "I guess I'm just lucky."

"I'd like to go to New Orleans," said Joe.

"I've been there too," said Dora.

Later Mabel called a friend by telephone and reported some of the disagreeable things that had been said in the conversation. Why should she not have done this?

Here are three more rules for conversation:

> **1. Try to avoid saying things which will hurt the feelings of anyone with whom you are talking or anyone who is not present.**
> **2. Avoid asking embarrassing questions. Don't pry into the affairs of others.**
> **3. Do not spend most of the time talking about yourself, about things you own, or about things you have done.**

Talking together

1. Which questions in the conversation should not have been asked?
2. What things were said that should not have been said? Why?
3. Who talked too much about herself and the things she had done?
4. Why should you be particularly careful about what you say over the telephone?

Working together

Help choose some topics for short telephone conversations to be carried on in your next lesson.

Think of topics you might bring into a conversation. The list of topics made by the class several days ago should help you.

What news items could you use? What kind of items should you avoid?

Help your class plan to get toy telephones to use in the next lesson.

To do by yourself

Which of the following questions are proper for you to ask your friends? Write sentences that answer those questions.

1. What radio program do you like best?
2. Why doesn't your mother dress in better style?
3. What cities have you visited?
4. Do your parents quarrel at home?
5. What books are you reading now?
6. Why weren't you invited to Mary's birthday party?
7. Why don't you live in a better part of town?
8. What dessert do you like best?
9. What do you like best in school?

Check your paper as your teacher tells you which questions you should have answered.

Is each group of words that looks like a sentence in your paper really a sentence? Is each sentence correctly written? If you made any mistakes, correct them.

5. Using the Telephone

To read and think over

Read these two telephone conversations. Which is the better? Why?

(1)

JIM (answering the telephone): Hello. What do you want?

BILL: Hello, Jim. Have you heard how Sam cheated on his examination?

JIM: No. What did he do?

BILL: He copied Mary's paper. I saw him do it. I wish you would tell Miss Parker about it. But don't tell her who told you.

JIM: Well, I won't tell her anything at all. Good-by.

(2)

DICK (answering the telephone): Hello. This is Dick Sanders.

MARY: Hello, Dick. This is Mary Smith. Have you heard that the new ice rink in the park is ready to use? We are all going skating there after school. Can't you join the crowd?

DICK: Thank you, Mary. I'll be glad to come.

MARY: Good-by, Dick.

DICK: Good-by.

Which of these rules for conversation did Jim and Bill fail to obey? Which did Dick and Mary follow?

In answering a telephone give your name or telephone number.

Be courteous in all that you say.

Keep the conversation brief.

Do not say things that might cause trouble for someone.

Wait for the person who called you to say good-by first.

Working together

If you are asked to do so, choose a partner and begin a telephone conversation on one of the topics chosen by the class or on some other topic of interest to both of you. Keep in mind what you have learned.

Talking together

After the telephone conversations have been dramatized, be ready to talk them over. Help your class decide the answers to these questions:

1. Which of the rules above were followed?
2. To which of them do the members of the class need to give more attention?

CHAPTER SEVENTEEN

Using Words Correctly in Conversation

1. Using *Can, May, Let,* and *Leave*

To read to yourself

The words *can and may* do not mean the same thing.

In the following sentences *can* and *may* are used correctly. Which word

is used in asking or in giving permission? Which of the words means *is able to* or *are able to*?

1. Dad, *may* I go with you today?
2. Yes, you *may* go if you wish.
3. Dick *can* jump higher than I.
4. *Can* he run faster than you?
5. *Can* the Rangers beat our team?
6. We don't think they *can*.

> **Use the word *can* in telling or in asking whether someone is able to do something. Use the word *may* in giving permission or in asking for permission.**

The two words *let* and *leave* do not mean the same thing.

In the following sentences *let* and *leave* are used correctly:

Which word means *allow or permit*? Which means *go away* or *allow to remain*?

1. Will you *let* me go with Sue?
2. I'll *let* you go at two o'clock.
3. Mother will *let* me play baseball today, John.
4. *Leave* the book here, Tom.
5. I'll *leave* it on the table.
6. We *leave* at two o'clock.

> **The word *let* means allow or permit. The word *leave* means go away or allow to remain.**

Talking together

Help your class decide which word — *can, may, let,* or *leave* — should be used in each of the following sentences. Then, if you are asked to do so, read some of the sentences aloud.

1. . . . Mary skate well?
2. Everyone says she . . . .
3. . . . I borrow your skates?
4. I'll . . . you have them tomorrow.
5. Please . . . them on the porch.
6. Mother, . . . I get new shoes?
7. You . . . get them next week.
8. Will you . . . me buy them myself?
9. Yes, we'll . . . you do that.
10. . . . I go to the store alone?

Testing yourself

Think which word — *can, may, let,* or *leave* — should be used in each blank in the following conversation:

LINDA: Mother, _1_ I go to the movie? Janet's mother will _2_ her go with me. May I _3_ soon? If I _4_, I _5_ be there on time.

MOTHER: I'll _6_ you go if you _7_ finish washing the dishes in ten minutes. Will Janet's mother _8_ her come for you?

LINDA: Janet will _9_ home at one o'clock. _10_ I go when she comes? _11_ I wear my new hat too? Please _12_ me do that.

MOTHER: You _13_ go when Janet comes, Linda. You _14_ _15_ the dishes

for me to dry. I should not ___16___ you wear your new hat, though. It looks as if it might rain.

Number a paper from 1 through 16. After each number write the word which should be used in the blank.

Check your paper as your teacher reads the correct words aloud. If you made a mistake, read again the first part of this lesson. Then work out Exercise I, page 160.

2. Learning to Use Six Verbs Correctly

To read to yourself

In the following sentences the six verbs printed in italics are used correctly. Which forms are used with helping words?

1. They *chose* Tom to be umpire.
2. Sam was *chosen* to pitch for us.
3. Have you ever *frozen* your ears?
4. I *froze* my fingers last winter.
5. Has Betty *ridden* the horse yet?
6. She *rode* half a mile last night.
7. Has your dog ever been *stolen*?
8. Someone *stole* him a week ago.
9. Have you *spoken* to Miss Parker about the program?
10. Sam *spoke* to her about it today.
11. How long has your bicycle bee *broken*?
12. I *broke* it yesterday.

> **It is correct to use the verb forms *chosen, frozen, ridden, stolen, spoken,* and *broken* with helping words such as *has, have, had, is, are,* and *was.***
>
> **It is never correct to use the forms *chose, froze, rode, stole, spoke,* and *broke* with helping words.**

The words *chosed, choosed, frozed, freezed, stoled, speaked, breaked,* and *broked,* are never correct.

Talking together

Help your class decide which is the correct word to use in each blank in the sentences below. Then take your turn reading some of the sentences aloud.

Select CHOOSE, CHOSE, *or* CHOSEN:

Sam . . . Bill to be on his team. He has . . . David too. Fred was . . . by Tom.

Choose BREAK, BROKE, *or* BROKEN:

Have you . . . your bicycle, Tom? Yes, I . . . it this morning. That makes twice I have . . . it this month.

Choose STEAL, STOLE, *or* STOLEN:

Sam thinks someone . . . the hammers. Who could have . . . them? None of our things has ever been . . . before.

Choose RIDE, RODE, *or* RIDDEN:

Has Ann ever ... in a sailboat? Oh yes, she ... in ours last summer. She has ... in one at the park too.

Choose FREEZE, FROZE, *or* FROZEN:

The lake ... last night. It has ... early this year. Last winter it hadn't ... by Christmas.

Choose SPEAK, SPOKE, *or* SPOKEN:

The first grade ... pieces for us today. Some of the children had never ... in public before. Every one ... his part well.

Testing yourself

For each of the following questions, write two sentences that answer it. In one sentence use one of the words after the question. In the other sentence use the other word.

1. On what have you had a ride? (rode, ridden)
2. Has anything ever been taken from you without your consent or knowledge? (stole, stolen)
3. Where are rivers frozen each year? (froze, frozen)
4. Who has said something to you today? (spoke, spoken)
5. What have you ever selected to play or read? (chose, chosen)
6. Have you ever disobeyed a rule? (broke, broken)

Use the following questions to help you correct your sentences:

1. Is each group of words that looks like a sentence really a sentence?
2. Where did you use capital letters and punctuation marks?

Ask someone to check your paper. Then correct any mistakes you may have made.

3. USING *Sit*, *Sat*, AND *Set*

To read and think over

Do you know when to use *set* and when to use *sit* or *sat*?

The word *set* means to put or place. The word *sit* means rest or stay. *Sat* means did sit. You can *set* a box on a table, but you can't *sit* it there. You can *sit* in a chair but you can't *set* in one. To help you use the word *set* correctly, think — "Set *what?*"

Notice how the words *sit, sat,* and *set* are used here:

Right: *Sit* here, Mary.
Wrong: *Set* here, Mary.

Right: *Set* the plant in the window.
Wrong: *Sit* the plant in the window.

Right: I *sat* there yesterday.
Wrong: I *set* there yesterday.

Right: Where have you *set* the easel?
Wrong: Where have you *sat* the easel?

Talking together

Help your class decide which word — *sit, sat,* or *set* — should be used in each blank in the following sentences. Then take your turn reading some of the sentences aloud. If you do not understand why a certain choice is correct, ask to have it explained.

1. Let me . . . in the back seat.
2. May I . . . beside Aunt Margaret?
3. Linda . . . beside me yesterday.
4. Where did you . . . the vase of flowers Dick?
5. I . . . it on the dining table.
6. Mary . . . her cat in a chair.
7. Mary's dad . . . on the cat when he . . . in the chair.
8. The cat has not . . . in that chair again.
9. Will you . . . beside David?
10. Jerry and I are going to . . . together.
11. We . . . together at the last baseball game.
12. After you have . . . the bucket down, . . . in this chair to rest.

Testing yourself

Think which word — *sit, sits, sat,* or *set* — should be used in each blank in the following sentences:

"Whoever ___1___ here will be surprised," whispered Don to his mother as he ___2___ a big chair near the fireplace. "I wonder who will be the first to ___3___ in it after I have ___4___ it here."

Soon boys and girls began coming into the room. They ___5___ their presents on a table that Don had ___6___ in one corner. Then they ___7___ down. Some ___8___ on the couch; others ___9___ in chairs. One boy even ___10___ on the floor, but no one would ___11___ in the big chair that Don had ___12___ by the fire.

When Bill came in, he ___13___ his present down and looked for a place to ___14___. "___15___ here, Bill," said Don.

As Bill ___16___ down, there was a great burst of music. Don laughed until he, too, had to ___17___ down.

"You ___18___ in my musical chair," he explained later. "I ___19___ a rubber pad under the soft seat of the chair. It plays music when you ___20___ on it."

Number a paper from 1 through 20. Write the words for the blanks.

Check your paper as your teacher reads the correct words aloud. If you made a mistake, read again on page 148 how to use *sit, sat,* and *set.* Then work out Exercise II, page 160.

4. Using *Lie, Lay, Laid,* and *Lain*

To read and think over

Think what each word in italics means in the following sentences:

1. Why don't you *lie* down there?
2. Let me *lie* here
3. Yesterday I *lay* under the tree.
4. Tom has *lain* there for an hour.

The words *lie, lies, lying, lay,* and

lain are different forms of the verb *lie* which means to rest or recline. The word *lay* here means *did lie*. The forms *lay* and *lain* are used to tell or to ask about something that has happened. *Lain* is used with a helping word such as *has*, *had*, or *have*. *Lay* is never used with a helping word.

Think what each word in italics means in the following sentences:

1. Please *lay* the card on the table.
2. Will you *lay* the books on that bench?
3. They *laid* the tools down.
4. Have you *laid* my cap anywhere?

The words *lay*, *lays*, *laying*, and *laid* as used in the above sentences, are forms of the verb *lay*, which means to put or place. The word *laid* is used to tell or ask about something that has happened. It is used correctly either with or without a helping word such as *has*, *had*, or *have*.

In the following sentences the words *lie*, *lay*, *lain*, and *laid* are used correctly:

1. We often *lie* by the creek.
2. John *lay* there an hour one day.
3. Sam has *lain* down.
4. Henry *lays* his cap on the floor.
5. Who has *laid* his books on my desk?
6. I *laid* mine there.

In using the verbs *lie* and *lay*, be careful not to use *lay* when you mean *lie* (recline) or *laid* when you mean *lay* (did lie or was lying).

Right: Bill *lies* (reclines) on the ground.
Wrong: Bill *lays* on the ground.

Right: Yesterday I *lay* in bed late.
Wrong: Yesterday I *laid* in bed late.

Right: We had *lain* still an hour.
Wrong: We had *laid* still an hour.

Right: The new book was *lying* there yesterday.
Wrong: The new book was *laying* there yesterday.

Talking together

Which word — *lie*, *lies*, *lay*, *lain*, or *laid* — should be used in each blank in the following sentences? If you do not understand the reason for a choice, ask to have it explained. Then take your turn reading some of the sentences aloud.

1. Why don't you . . . down awhile?

Rex lies in front of the fireplace.

2. I have . . . down an hour.

3. We . . . down at two o'clock.

4. Jerry . . . under the tin roof and listens to the rain.

5. Where have you . . . my coat?

6. Are you going to . . . down here?

7. I . . . down upstairs for an hour yesterday.

8. How long has Mary . . . there?

Testing yourself

Think which word — *lie, lying, lay, laying, laid,* or *lain* — is needed in each blank in the following conversation:

MOTHER: ____1____ down and rest, Linda, while I ____2____ your clothes in your traveling bags.

LINDA: I have ____3____ down as long as I want to, Mother. Let me ____4____ my things in the bags. Where have you ____5____ my leather jacket?

MOTHER: I ____6____ it on your bed. It was ____7____ there a moment ago.

LINDA: I'll ____8____ it on the bottom of the biggest case. Other things can ____9____ on it. Where is Bobby? He could help me.

MOTHER: He went to his room to ____10____ down and read. Yesterday he ____11____ there for an hour.

LINDA: Mother, why don't you have him ____12____ down every afternoon. Maybe then he'd learn to read by next Christmas!

Number a paper from 1 through 12. After each number write the word needed in the blank with that number.

Check your paper as your teacher reads the correct words aloud. If you are asked to do so, read aloud one or more parts of the conversation, putting in the right words. If you made a mistake in the use of any of the six words, read again in this lesson how to use them correctly. Then work Exercise III, page 161.

5. Using What You Have Learned

To read and think over

Which word is correct to use in each blank?

"I'm tired of packing," said Mrs. Pence. "I think I've wrapped a thousand dishes and ____1____ (lain, laid) them in boxes! I wish I could ____2____ (lie, lay) down now."

"Why don't you ____3____ (lay, lie) down, Mother?" said Ted. "____4____ (Leave, Let) me pack a few dishes. I'll ____5____ (set, sit) close to the box and will ____6____ (lie, lay) them in carefully. ____7____ (Can, May) I do that? I ____8____ (may, can) do it as well as anyone."

Rex lays his head in Betty's lap.

"You ___9___ (may, can) fill this box," said Mother. "___10___ (Sit, Set) the dishes near where you ___11___ (set, sit). ___12___ (Set, Sit) each dish on a piece of paper and wrap it. Then ___13___ (lie, lay) the wrapped dish in the box. When you have ___14___ (lain, laid) enough dishes in one box, start on another. ___15___ (Let, Leave) the top of the box for your father to fasten."

When his mother had gone to ___16___ (lie, lay) down, Ted ___17___ (sit, sat, set) in his chair and ___18___ (lay, laid) dishes in the box. After he had ___19___ (set, sat) for a half hour, his father came in.

"___20___ (Leave, Let) me help," his father said as he ___21___ (set, sat) down near the table where Ted had ___22___ (sit, set) a pile of dishes. "Where is your mother?"

"She is ___23___ (laying, lying) down for awhile," said Ted. "She was tired after she had ___24___ (set, sat) here and ___25___ (lain, laid) dishes in six boxes."

"I'll ___26___ (sit, set) the tops on the boxes that are full," said Ted's father. "___27___ (Leave, Let) me get a hammer. Which boxes are ready?"

"Those that Mother ___28___ (set, sat) by the sink," said Ted.

While Ted ___29___ (lay, laid) the last few dishes in a box, his father ___30___ (set, sat) the top on another box and fastened it down.

After Ted's mother had ___31___ (lain, laid) down for an hour, she came into the kitchen. "I'm glad I ___32___ (lay, laid) down," she said. "I feel much better. What have you boys done?"

"While you were ___33___ (laying, lying) down, I ___34___ (lay, laid) the dishes in three boxes. Dad has closed the box you ___35___ (set, sat) by the sink."

"Oh, he's closed the wrong one!" cried Mother. "That box has only crumpled papers in it."

Testing yourself

Number a paper from 1 through 35. After each number write the word needed in the blank that has the same number.

Check your paper as your teacher reads the correct words aloud. If you make a mistake be sure to find out why it is a mistake. Take your turn with others in reading aloud as many sentences as your teacher asks you to read. Put in the correct words for each blank.

CHAPTER EIGHTEEN

Using Good Sentences in Conversation

1. Finding and Making Sentences

To read and think over

You know that a sentence has a subject and a predicate. The subject is that part about which the predicate says something. The predicate is what is said about the subject.

Each of the following groups of

words is written in the form of a sentence. Which of them are sentences? What is the subject of each sentence? What is the predicate?

1. The boys will play baseball this spring.
2. Our team every evening after school.
3. Last year Sam and Bill pitched.
4. Will pitch again this year.
5. Dick will be the catcher.
6. Tom played first base and made the most hits last year.
7. The first Saturday morning in May will play at Bellville.
8. We can go there on a bus.
9. Our team beat them last year.
10. The score was 21 to 12.
11. Dick two home runs.
12. Sailed over the fielder's head.
13. Mary and Sue saw that game.
14. They drove home in a car.
15. Their car bumped into ours and bent our back bumper.
16. Drove home on a flat tire.

Talking together

Help the class decide which of the sixteen groups of words are sentences. Then help to answer these questions about each sentence:

1. What is the complete subject? The simple subject? Is the simple subject a noun or a pronoun?
2. What is the complete predicate? What is the simple predicate? Does the simple predicate have one, or more than one word in it?
3. Has the sentence a compound subject? A compound predicate?

Answer these questions about each group of words that is not a sentence:

1. Should a subject be added to it to make a sentence?
2. Should a predicate or part of a predicate be added to it? What words would you add to each of those groups to make a sentence?

To do by yourself

Think of words to add to each of the following groups of words to make a sentence. Then write the sentences on a sheet of paper.

1. Last Saturday morning Sue and I
2. On the corner of Elm and Oak Streets took a bus
3. Ran into an old telephone pole and turned on its side
4. A crumpled fender and a broken headlight
5. Not a single passenger
6. Reached home just for lunch

Now write two declarative sentences, two interrogative sentences, two imperative sentences, and two exclamatory sentences of your own. Use the capital letters and the punctuation marks that are needed.

Use these questions to help you correct your sentences:

1. Is each group of words that looks like a sentence really a sentence?
2. Where did you use capital letters, periods, question marks, and exclamation points?
3. Ask someone to check your paper. Correct any mistakes that you made.

2. Separating Sentences and Combining Ideas

To read and think over

A story, a report, a letter, or a conversation may often be improved by separating sentences that are run together and also by combining ideas that can be expressed in one sentence.

In the part of a conversation that follows, find sentences that are run together. What should be done to separate those sentences?

MARY: Let's stop at the drug store on the way home and maybe Linda will come there to meet us.

SUE: Yes, let's do that and we can decide when to get together to plan for the play.

KAREN: Will Linda be at the drug store?

MARY: She said she was coming downtown at four o'clock and she always goes to the drug store for an ice-cream soda.

SUE: Do you remember the time she ate so many sodas that she was sick? It was after the football game with Bellville last fall, and Linda didn't stop until she had eaten three chocolate sodas, and so that night she was so sick that her mother had to call Dr. Norton.

KAREN: Let's each get a soda, and by the time we're through with them Linda may be here.

In each of the following groups of sentences the ideas in the first two sentences are combined to make the third sentence.

Ideas may be combined by using a compound subject. For example:

1. *Sam* went to school early.
2. *Janet* went to school early.
3. *Sam and Janet* went to school early.

Ideas may be combined by using a compound predicate:

1. We *came to school early.*
2. We *played ball for an hour.*
3. We *came to school early and played ball for an hour.*

Ideas may be combined also by using such words as *but, who, whom, that, which, where, when,* and *because:*

1. Sue found a pocketbook.
2. The pocketbook belonged to Mrs. Porter.
3. Sue found a pocketbook which (or that) belonged to Mrs. Porter.

Think how you would combine into

one sentence the ideas in each of the following groups of sentences.

1. The car went rapidly down the street. It turned the corner.
2. In the treetops the robins built their nests. The catbirds built nests there.
3. The old grizzly left her den. Her cubs left too. They wandered into the woods.
4. Bill saw the big fire. It burned down the hotel.
5. Robin Hood was a bold outlaw. He lived in the woods.
6. I can't go with you tonight. must take care of my sister.

Talking together

1. What should be done to separate the sentences that are run together in the conversation in which Sue, Karen, and Mary took part?
2. Why should you not run sentences together?

How should the ideas in each of the six groups of sentences be combined to make one sentence?

To do by yourself

Copy the following part of a conversation. Separate sentences that are run together. Use quotation marks and punctuation marks where they are needed.

"Where have you been, Linda?" asked Karen. "We have been waiting nearly an hour for you and Sue has eaten three ice-cream sodas."

"Oh, I had to stop at the grocery before coming here," answered Linda. "Mother asked me to get a loaf of bread on the way home and I knew you three would be waiting here for me and so I came as fast as I could."

"Was it three sodas you ate that time you got sick, Linda?" asked Sue. "I don't feel very well myself and I have a queer feeling in my stomach and I think we'd better go."

Copy the following part of a conversation. In each boy's speech combine sentences that can be combined. Do not use *and* to run sentences together. Use a colon (:) after the name of each speaker.

JERRY: Last night I went to the movie. Dad went with me. Mother couldn't go. She had to go to a meeting. It was the meeting that your mother went to.

DAVID: Dad and I went to the library. We went to the bowling alley too. We bowled with Mr. Carson. He lives next door to us. Mr. Carson took us home. He took us in his car.

Working together

If you are asked to do so, read your copy of the conversation or of the combined sentences aloud. Then help your class decide how the sentences in the conversation should be

separated and how each boy's sentences can be combined.

If you made any mistakes, correct them.

3. Using Pronouns and Verbs Correctly

To read and think over

For each blank in the following paragraphs, choose the correct pronoun form.

My brother and __1__ (I, me) like to read so well that __2__ (he, him) and __3__ (me, I) each read about three books a week. My mother says that whenever __4__ (she, her) or Dad wants Bill and __5__ (I, me), we have our noses in books. When __6__ (she, her) or Dad calls Bill and __7__ (me, I), we say, "Let us read just one more line." __8__ (Him, He) and __9__ (me, I) have said that so often our little sisters laugh at us!

One morning Mother wanted my little sisters to get up. Both __10__ (her, she) and Dad called them, but they didn't answer. Bill and __11__ (me, I) finally called them. Sally looked at __12__ (he, him) and __13__ (I, me), and said, "Let __14__ (she, her) and __15__ (I, me) sleep just one more line."

For each of the following blanks choose the correct verb forms:

Sue and Hilda __16__ (isn't, aren't) going to the library tonight. Sue __17__ (don't, doesn't) have any books to take back. Hilda __18__ (doesn't, don't) have any reason to go either. Both of the girls __19__ (have, has) plenty to read. They __20__ (have, has) to plan for a party too.

The girls in Miss Parker's class __21__ (is, are) going to give a party for the boys. The boys __22__ (hasn't, haven't) heard anything about it yet. The boys __23__ (wasn't, weren't) at the meeting that the girls had today. Sue and Hilda __24__ (wasn't, weren't) there. They and Mary __25__ (are, is) to make plans tonight for the party.

Last month the boys __26__ (wasn't, weren't) able to give their party for the girls. Tom __27__ (wasn't, weren't) able to find a time when everybody could come. Now the girls __28__ (is, are) going to surprise the boys even though it __29__ (isn't, aren't) their turn to give a party.

The girls __30__ (doesn't, don't) know yet what games they __31__ (is, are) going to play at the party. Hilda __32__ (doesn't, don't) know what refreshments will be served. She and the rest of the committee __33__ (is, are) planning things tonight.

Testing yourself

Write a column of numbers from 1 through 33 down the left side of a sheet of paper. After each number write the word which should be used in the blank that has the same number in the paragraphs.

Check your paper as your teacher

reads the correct words aloud. If you do not understand why a mistake you made is a mistake, ask to have it explained.

If you are asked to do so, read aloud one or more of the paragraphs, putting in the correct words.

To do by yourself

If you made a mistake in the test, read again on page 97, 119, or 120 how to use the word that you missed. Then write a declarative sentence and an interrogative sentence in which you use the word correctly. Show your paper to your teacher. If you made any mistakes, correct them. Then work out Exercise I on page 134.

4. Using What You Have Learned

To read and think over

Answer these questions about the following conversation:

1. Who used a group of words that is not a sentence when he should have used a sentence?
2. Who ran sentences together?
3. Who could have combined some of his sentences?

DICK: Did you see the parade?
JIM: Yes, I did. I went downtown at eight o'clock. Jerry went with me. We saw the band before the parade started. We saw the cars and the trucks at the same time.
HELEN: Did you see Bill?
DICK: Yes, didn't you? I met him on Main Street about nine o'clock and we went up to his dad's office to watch the parade go by and there we saw everything clearly from the windows.
HELEN: Jack and I went to the balcony. It is on the courthouse. We saw the tramp. He rode by on a white horse.
JIM: Where was Sam?
DICK: He didn't see the parade. He had to go out to his aunt's house in the country. Too bad about that!
JIM: Why? Has something happened to his aunt?
DICK: No, I meant it was too bad that he had to miss the parade.

To do by yourself

On a sheet of paper copy each speech in the conversation in which sentences were run together. Separate the sentences that should be separated.

Copy each speech in which some of the sentences could be combined. Combine the sentences that you think should be combined.

Write a sentence which the speaker could have used instead of the group of words that is not a sentence.

Working together

If you are asked to do so, read aloud the sentences you wrote. Does the class think you improved the conversation?

5. Using Other Words That Are Suitable

To read and think about

For each word or group of words printed in italics in the following conversation, choose a word from the list that has the same number. Choose words that are suitable and that keep the meaning of the conversation about the same. Use the picture, the context, and your dictionary, if you need it, to help you find meanings of words.

PLANNING THE ATTACK

Red and Shorty were (1) *talking over* the (2) *weighty* problem of how to (3) *manage* the next batter.

"He looks like poison, Shorty," said Red looking (4) *seriously concerned.*

"Don't let that fellow frighten you!" Shorty urged. "I know his (5) *chief* weakness. He can't hit high balls. Pitch the balls (6) *nearly* shoulder high and right (7) *above* the inside corner of the plate. Even (8) *if* he hits one of that kind, he won't drive it far."

"I think I can do that," Red said with (9) *increasing* confidence.

"Of course you can," Shorty assured him. "(10) *Keep in mind* that he murders low balls. Mix up your fast ones and slow ones.

"Keep him (11) *wondering* what kind will come next. You'll make him look (12) *silly.*"

1. proposing	2. terrible	3. disturb
discussing	awful	annoy
outlining	funny	handle
reviewing	fierce	subdue
testing	important	conquer
4. worried	5. principle	6. scarcely
elated	principal	hardly
pleased	whole	almost
doubtful	serious	fully
hopeful	only	merely
7. near	8. since	9. advancing
around	while	retreating
below	when	growing
over	where	dividing
before	though	budding
10. suppose	11. thinking	12. queer
reason	feeling	funny
remember	fearing	foolish
conclude	dreading	crazy
imagine	guessing	odd

Writing the words chosen

Make a list of the words you chose.

Talking together

Which words are the most suitable to use in the conversation?

What does *terrible* mean? How do terrible things make you feel?

What does *awful* mean? What kind of things are awful?

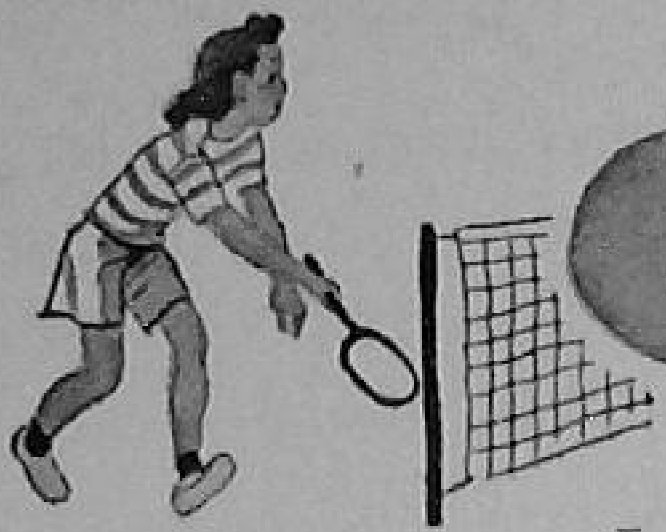
How can boys and girls avoid overworking certain words?

Armstrong Roberts

PLOTTING AGAINST THE ENEMY

To think over

What do you suppose the boys are talking about? [illegible] the batter that the pitcher is about to face a strong one or a weak one? What makes you think so?



More Practice

I

Using may, can, let, and leave

Think which word — *can, may, let,* or *leave* — should be used in each blank in this conversation:

DICK: Mother, __1__ Tom and I cook some candy? I __2__ make fudge and Tom __3__ make molasses taffy.

MOTHER: __4__ you boys manage two kettles of candy at the same time?

DICK: Of course we __5__. Will you __6__ us try?

MOTHER: All right, you __7__ make the candy if you'll __8__ the kitchen as clean as you found it.

DICK: What kettles will you __9__ us use?

MOTHER: You __10__ use the aluminum kettles. __11__ me help you get started or shall I __12__ the kitchen?

DICK: Please __13__ us try it alone.

For a few minutes each boy worked in silence putting into his kettle the articles that his recipe called for.

TOM: Hey, Dick! __14__ me take care of my taffy alone!

DICK: Your taffy? This is my fudge!

TOM: How __15__ it be? I just put my molasses in that very kettle.

DICK: __16__ me look at the mess! I put my chocolate in the same kettle.

TOM: What __17__ we do with it now?

DICK: Oh, Mother! You __18__ help us now if you __19__.

Write the words that should be used in the blanks. Number each word to show where it belongs.

Check your paper.

1. Did you use *can* to say or to ask whether someone is able to do something?
2. Did you use *may* and *let* to ask or to give permission?
3. Did you use *leave* to mean *go away from* or *allow to remain*?

II

Using sit, sat, and set

Decide which word — *sit, sat,* or *set* — should be used in each blank in the following conversation:

SAM: Let's __1__ here and rest. I want to __2__ this heavy roll of bedding down for a while.

DON: Here's a good place to __3__ on this log. I'll __4__ my pack on the ground.

SAM: Do you remember what happened one time when we __5__ down to rest and __6__ our pack with the bacon in it near a clump of bushes?

DON: Yes, we had hardly __7__ down

before we heard a rustling in the bushes. Both of us __8__ up at once.

SAM: Who saw the bear first?

DON: I don't know. But neither of us __9__ there long after he appeared. Last year Mr. Brown __10__ a trap near here and caught a bear.

SAM: Haven't we __11__ here long enough? We don't want to meet that bear's relatives.

Number a paper. Write the words that should be used in the blanks.

Check your paper. Did you use *sit* or *sat* to mean to rest or to stay in one spot? Did you use *set* to mean to put or to place something somewhere?

III

Using lie, lay, laid, and lain

Decide which word — *lie, lay, laid,* or *lain* — should be used in each blank in the following:

I __1__ my books on the steps and dashed out to join the game of hide-and-seek. Jerry was IT. I saw Tom __2__ down under a lilac bush. Helen __3__ under the glider. Bill tried to __4__ flat between the rows of hollyhocks. Joan __5__ face downward on a limb of our old apple tree. On the back porch stood a piano box. I __6__ its top to one side and climbed in quickly. After I had __7__ the top back in place, I __8__ down in the box.

"I'll __9__ here for my afternoon nap," I said to myself jokingly.

For a while everything was quiet. Then I heard Jerry counting Helen out. After that he found Bill and Tom. Later he ran by the back porch, but I __10__ still and kept my eyes closed. I heard nothing more. I must have __11__ there for hours, for when I woke it was dark. I sneaked into the house. Mother __12__ on the davenport crying.

"Where have you been?" she sobbed. "The police are searching for you!"

She could scarcely believe my story.

Number a paper from 1 through 12. Write the words needed in the blanks.

Get someone to check your paper for you.

IV

Making sentences

Think of a complete subject or a complete predicate to add to each of the following groups of words in making a sentence. Write the sentence.

1. Three friends and I
2. The lunch that Mother prepared
3. Ate lunch by a waterfall
4. The pesky ants
5. Went wading after lunch
6. Slipped on a rock and fell

Correct your paper by reading each of your sentences softly to yourself and deciding this question: Does it have a complete subject and a complete predicate?

UNIT SEVEN

Longer Reports

CHAPTER NINETEEN

Improving Reports

1. Organizing Reports

To read and think over

In preparing a short report on the subject *Making Maple Syrup*, Jerry found information in different books. As he read, he made the following notes:

1. Maple syrup is made from the sap of maple trees. To get the sap, holes are bored in the trees a few feet above the ground.
2. Boiling the sap is the most interesting part of making syrup.
3. To get the sap to the camps or boiling places, the pails are emptied into barrels. The barrels are then put on sleds.
4. Small spouts are placed in the holes in the trees. Some spouts are made of wood; others are made of metal. The sap runs out of the spouts.
5. The sleds are pulled to the camps by horses.
6. The sap is poured into one end of a large flat pan where it is heated. The pan is divided into parts. In the partitions between the parts are small holes through which the sap runs slowly from one part to another. By the time the sap has reached the last part, it has been boiled into a syrup. Then the syrup is drawn off.
7. Pails are set under the spouts. The sap drips into them.

Jerry remembered the following rule to use in organizing and writing a report:

> **Use a separate paragraph for each topic in the report.**

When Jerry looked over his notes, he found that notes 1, 4, and 7 told about *getting the sap from the trees.*

Notes 2 and 6 told about *boiling the sap into syrup.* Notes 3 and 5 told about *getting the sap to the camps.* Then Jerry knew that he should make three paragraphs, one for each of the three topics.

Here is another rule that Jerry remembered about organizing a report:

Arrange the paragraphs so that things are told in the order in which they happened or in which they should be done.

Which of his three paragraphs should Jerry place first in his report? Which should he place last?

The following is the report that Jerry wrote. Did he place the paragraphs in correct order?

MAKING MAPLE SYRUP

Maple syrup is made from the sap of maple trees. To get the sap, holes are bored in the trees a few feet above the ground. Wooden or metal spouts are driven into the holes. The sap drips from the spouts into pails placed under them.

To get the sap to the boiling places or camps, the sap is emptied into barrels. Then the barrels are placed on sleds and pulled to the camps by horses.

Boiling is the most interesting part of making maple syrup. For heating, the sap is poured into one end of a large flat pan that is divided into several parts. Between the parts there are small holes through which the sap flows from one part to another. By the time the sap has reached the last part, it has been boiled into syrup. Then the syrup is drawn off.

Talking together

1. How can you decide how many paragraphs a report should have?
2. In what order should the paragraphs be placed in a report that tells how something is done?
3. Did Jerry place the paragraphs in his report in the right order? How do you know?

To read and think over

Read the following notes that Janet made when she prepared a report on *How the Pioneers Built a Log Cabin.* Then think how to answer the questions that follow the notes.

1. When the logs were prepared, men in the neighborhood helped the pioneer build the walls. A man was stationed at each of the four corners to fit the logs together as they were put in place. When the walls were as high as needed, the gables were shaped by using shorter and shorter logs to make a peak.
2. The roof was put on as soon as the walls were up. It was made of clapboards.

3. The hole for the window was covered with oiled paper or glass.
4. The door was made of clapboards. It was hung with hinges made of deer skin or of wood.
5. The first thing that the pioneer had to do in building a cabin was to cut logs of the right size and length.
6. The clapboards in the roof were held in place by poles that were fastened across them.
7. Usually openings for windows and doors were sawed out after the walls and the roof were made.
8. After the logs were cut, the corners had to be notched so that the logs could be fitted together.
9. Sometimes the pioneer cut the logs square; sometimes he left them round.

How many paragraphs should be used in a report made from Janet's notes?

Which ideas belong in each paragraph?

In what order should the paragraph be arranged?

Writing a report

Write a report on *How Pioneers Built a Log Cabin*, using Janet's notes. Use one paragraph for each topic in the report. Arrange the paragraphs in correct order. Use the information given in the notes, but express the ideas in sentences of your own.

Working together

If you are asked to do so, read your report aloud. Then help your class

decide whether your report was organized correctly.

2. Checking the Accuracy of Printed Statements

To read and think over

In giving a report on *Pioneer Homes in Iowa*, Ann made the statement that all pioneer homes in Iowa were made of logs; that there were no bricks or stone to be used.

"I'd like to ask a question, Ann," said Bill after she had given her report. "Are you sure all pioneer homes in Iowa were made of logs? I think I have seen pictures of sod houses in Iowa."

"I found my information on that point in this book," said Ann. "I'll read it aloud."

What Ann read showed that she had reported correctly the information she had found.

"I think the book is wrong on that point, Miss Parker," said Bill. "I have read that trees were so scarce in the northwestern part of Iowa that the early settlers had to build their houses out of sod."

"I think you are right, Bill," said Miss Parker. "Sometimes we need to check statements that we find in books. Authors may make mistakes now and then. How can we find out whether the statement Ann read is true?"

"We can find out whether other statements in the same book agree with the statement that Ann read," said Sue. "If they do, we'll have some reason to believe the statement. If they don't, we won't know which statement is true."

"We could find out, too, whether other books agree with the statement that Ann read," said Joe. "If they do, we'll have reason to believe that Ann's statement is true. If several books don't agree with what she read, we have good reason to think it is not correct."

"We might try to find out whether the author has studied pioneer life," suggested Linda.

"That is a good idea," said Miss Parker. "The book *Who's Who in America* may tell something about him. If he has studied a great deal about American history or if he has lived most of his life in Iowa, we may expect him to have good information about pioneer life there. We should expect him to be a reliable authority."

"Is a statement in a new book more likely to be true than a statement in an old book?" asked Betty.

"A new book is more reliable than an old one only if it gives more complete or more accurate information,"

replied Miss Parker. "Of course we should expect information in a new book to be more nearly up-to-date than that in an old book. The date when a book is published is usually given on the copyright page."

"It's a good thing that Ann remembered in which book she found her information about the cabins of the pioneers," said Sam.

"Yes, it is," Miss Parker agreed. "Each of you should make a list of the books from which he gets information for a report. Such a list of books is called a **bibliography.**"

Talking together

1. Why should you not believe every printed statement you read?
2. In what ways can you try to find out whether a statement in a book is probably correct?
3. What is a bibliography? Why should you make a bibliography when you get information from books?

Read carefully these four questions:

1. What was ancient Rome like?
2. What are the chief diseases of cattle?
3. Do people live on Mars?
4. How are sheep sheared?

Which one of the following persons would you expect to be able to give reliable information on the first question? the second? the third? the fourth?

The King of England

The President of the United States

A professor of American history at Harvard University

A professor of ancient history at the University of Minnesota

Your family doctor

A professor of animal husbandry at the University of Illinois

A professor of astronomy at the University of California

A farmer who raises and cares for hundreds of animals

Your dentist

The mayor of your town

In which of the following books would you look for information about the Pueblo Indians of today?

1. Dearborn, Frances R. *How the Indians Lived.* 1927
2. E-Yeh-Shure. *I Am a Pueblo Indian.* 1939
3. Trowbridge, Lydia J. *My Navaho Book.* 1939
4. Deming, Therese O., and Deming, Edwin W. *Indians of the Pueblos.* 1936

On the following page is a bibliography that Jack made for a report. Where did he use capital letters? Where did he use periods? Where did he use commas? What did he underline? (Note the words printed

in italics.) Where are the numbers of pages given? Why are they needed?

1. Webster, H. H. *Travel by Air, Land and Sea*, pages 214–221.
2. Crump, Irving. *Boys' Book of Airmen*, pages 35–39.
3. Williams, Archibald. *Conquering the Air*, pages 91–99.
4. Carroll, Ruth. *The Flight of the Silver Bird*, pages 28–37.
5. Dobias, Frank. *The Picture Book of Flying*, pages 145–148.
6. Beamish, R. J. *The Boy's Story of Lindbergh, the Lone Eagle*, pages 116–119.

To do by yourself

Copy the bibliography given above, putting the names of the authors in alphabetical order. Use capital letters and punctuation marks where they are needed.

Show your paper to your teacher. If you made any mistake, correct it.

3. Using the Dictionary to Help in Preparing Reports

To read and think over

From his notes for a report about Columbus's discovery of America, Tom wrote the following paragraph:

Columbus and his crews set sail on Friday, August 3, 1492. They had a difficult voyage over a strange ocean. The men became terrified and suffered from nostalgia. Columbus had trouble in disciplining them.

"I'm not sure what the words *nostalgia* and *disciplining* mean," said Tom to himself as he read through the paragraph. "I'll try to find common words which mean about the same as *nostalgia* and *disciplining* and which everyone will understand."

In his dictionary Tom found simpler words to use in place of *nostalgia* and *disciplining.* Then he rewrote the paragraph as it is given below. Is it easier to understand than the paragraph he wrote first?

Columbus and his crews set sail on Friday, August 3, 1492. They had a difficult voyage over a strange ocean. The men became terrified and suffered from *homesickness.* Columbus had trouble in *making* them *obey.*

When you prepare a report, do not use words that are not clear to you and that may not be understood by those who will hear or read the report. In using ideas that you get from books, find easy words to use in place of words which may not be understood. If you must use a word or a group of words that you think is strange to the class, explain what the word or the group means.

Talking together

1. What did Tom do to make his paragraph easier to understand? How did he find words to use in place of *nostalgia* and *disciplining*?

2. In giving a report why should you try not to use words that your class will not understand? What should you do when you must use a word or group of words that you think they do not understand?

To do by yourself

Find words in the following paragraph which you think would be too difficult for third grade boys and girls to understand:

In his finest raiment Columbus went ashore bearing the insignia of Spain. There his crews knelt down and expressed gratitude to God for bringing them to land. Columbus then claimed title to the land for the sovereign of Spain.

Write the paragraph as you would use it in a report to third grade boys and girls. Use your dictionary, if necessary, to help you in finding easy words to use in place of the difficult ones. Do not change the meaning of the paragraph.

Working together

If you are asked to do so, read your paragraph aloud. Then help your class decide what words are suitable to use in place of the difficult words.

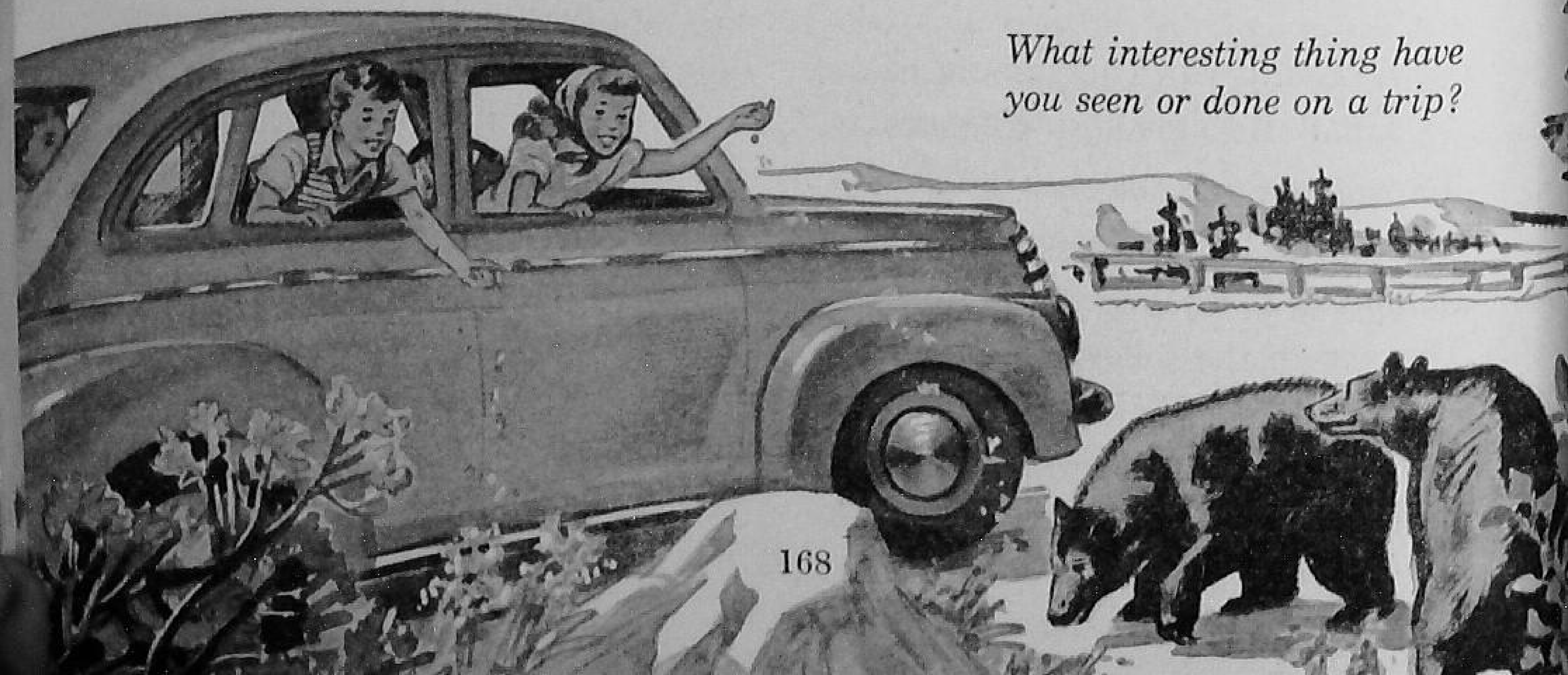
4. Preparing a Report

To read and do by yourself

Think of topics about which you could prepare a report. The pictures on these pages and the following questions may help you:

1. How is iron mined?

2. What are the chief products of your state?



What interesting thing have you seen or done on a trip?

3. How does your city make sure that its water supply is healthful?
4. What important improvements have been made in communication during the past fifty years?
5. What care should be given to a bicycle in order to make it last well?
6. What has been done during the past fifty years to make travel by railroad safer?

Choose a topic for a report to your class in the next lesson. Be sure that it is a topic about which you already have or can get information. Choose a topic in which you are interested and about which the class will like to hear. The topic, or subject, should not be too broad.

Planning your report

Write a list of questions which you think your report should answer.

Think of or find answers to your questions. Use any books that will help you.

Think of sentences to use in answering your questions. Decide how many paragraphs you will need in your report and the order in which you should place those paragraphs. Then think what you will say in each paragraph.

Writing your report

Write your report on clean paper. Use capital letters and punctuation marks where they are needed. Keep your sentences apart.

How have you earned money?

5. Using What You Have Learned

Working together

Give your report when you are asked to do so.

1. If you can do so, give the report without reading it from your paper.
2. Try to say exactly what you mean. If you use any words that others in the class may not understand. explain what the words mean.
3. If you can do so, show the class pictures or objects which will help to make your report clear.
4. Listen to the other reports. If someone says something that you do not understand, ask him to explain when he has finished his report.

Talking together

1. Were good topics chosen for reports? How do you know?
2. Were the reports well organized?
3. Did anyone not tell enough about his topic? What else would you like to know about that topic?
4. Did anyone use words that you did not understand? What were they?

CHAPTER TWENTY

Using Good Paragraphs in Reports

1. Keeping to the Topic

To read and think over

> In a good paragraph each sentence tells or asks something about the topic of the paragraph.

Below is a paragraph that Karen used in a report. The topic of the paragraph is *The Food of Elephants in Africa.* Which sentences tell nothing about that topic?

Wild elephants in Africa eat the plants that grow there. They eat tender shrubs, branches of small trees, and grass. Often they dig up and eat the young roots of many different plants. Sometimes the great beasts break into a farmer's fields and eat his crops. I have seen the elephants at the zoo in the city park eat peanuts and just about any food that people gave them. At the circus last year I watched the elephants eat hay.

Talking together

How can Karen's paragraph be improved? What should be done with two of the sentences? Why?

Help your class decide which sentences should be left out of the following paragraph. The topic of the paragraph is *The Food of Elephants in Asia.*

Wild elephants in Asia eat the tender roots of plants. They like the shoots of bamboo and sugar cane. Sometimes men capture an elephant. Often they sell him for a large sum to a circus or a zoo. When they have a chance, the elephants get into a farmer's fields and eat his crops. They also eat wild fruit.

To do by yourself

Copy the following paragraph. The topic of the paragraph is *How People Harm Birds.* Leave out sentences that should be left out.

Some people are enemies of birds. They often destroy nesting places of birds by cutting down trees and shrubs. Cats kill birds too. Thoughtless boys and girls rob birds' nests just for the fun of collecting eggs. Men who are "game hogs" kill birds just for sport. Hawks and large jays kill smaller birds.

Check your paper as your teacher tells you which sentences should be left out of the paragraph. If you made a mistake, find out why it is a mistake. Correct it. For more practice use Exercise I, page 182.

2. Telling Things in a Good Order

To read and think over

> **In a good paragraph the sentences are placed so that they tell things in the order in which they happened, were done, or should be done.**

In the next column is a paragraph that Betty wrote as part of a report about a birdhouse she had made. Are the sentences arranged in the proper order? How can you tell?

To frighten the sparrows away from the wrens' house, I filled an old tomato can half full of nails and pebbles and hung it on a corner of the roof. When I pulled the string, the nails and pebbles in the can made a great clatter. I fastened one end of a string to the can and put the other end inside our dining room window. Soon the sparrows were frightened away. Every time a sparrow came to the house, I pulled the string.

Talking together

Help your class decide in what order Betty should have arranged the sentences in her paragraph.

To do by yourself

In what order should the following sentences be placed in making a paragraph about clever dogs?

1. Sally has a pet dog that plays hide-and-seek with us boys and girls.
2. When we call "Ready," Sally takes the blindfold off his eyes.
3. Then the dog dashes around, sniffing and barking, as he tries to find someone.
4. At first the dog just stands still and looks around.
5. She ties a cloth over his eyes and keeps it there until the rest of us have hidden.
6. That smart dog doesn't stop looking until he has found all the boys and girls who have hidden.

7. We like to play with him because he always wants to be IT.

Write the paragraph. Place the sentences in the right order.

Check your paper as your teacher reads aloud the paragraph as it should be written. If you made a mistake, find out why it is a mistake. Use Exercise II, page 183 for more practice.

3. Making Each Sentence Count

To read and think over

> **In a good paragraph each sentence tells or asks something which no other sentence in the paragraph has told or asked about the topic.**

In the following paragraph that Bill wrote in a report about old-fashioned schools, which sentences tell something that has already been told?

Out in the country near Sudbury, Massachusetts, is the little red schoolhouse that is told about in the poem *Mary Had a Little Lamb.* It sits on a low hill, a short distance back from a paved road. The building looks just as it looked a hundred years ago. Nothing has been done to change its appearance. Sixteen boys and girls go to school there now. The school is out in the country. On a metal tablet in the school yard is written the poem *Mary Had a Little Lamb.*

Talking together

How can Bill's paragraph be improved? Which sentences are not needed? Why? What should be done with those sentences?

The following paragraph Jack wrote as part of his report on *Airports in Florida.* Which sentences should he have left out?

Uncle Jed took me on my first trip to the Pan-American Airport. We went to see the big clipper hydroplane arrive from Brazil. I had never been to an airport before. The clipper had to head into the wind as it circled over the airport and then flew back to the water. It hardly made a splash when it touched the water. It churned up great masses of foam as it taxied to the dock. Before it landed on the water it circled right above our heads over the airport.

To do by yourself

Jack also used the following paragraph in his report. As you copy the paragraph, leave out the sentences that are not needed.

As the clipper docked, twenty passengers came up the stairway inside the plane and out of the door on to the roof. A carpet was spread across the wet dock for them to walk on. They had already come out on the roof of the clipper. They had to have their baggage examined before they

could leave the airport. That was because they had come from a foreign country. The plane had come from Brazil. After the passengers had left the airport, I started to leave. Uncle Jed said, "Let's watch the men get the plane out of the water and into the hangar."

If you are asked to do so, read aloud the paragraph as you think it should be written. Find out whether you left out the sentences that are not needed. If you made a mistake, correct it. For further practice use Exercise III, page 183.

4. Using Words Correctly

To read and think over

Which word in parentheses should be used in the numbered space just before it?

"___1___ (May, Can) I ___2___ (lie, lay) down on your bed to read, Mother?" asked Sue. "Someone has ___3___ (laid, lain) pictures and curtains on mine."

"Yes, you ___4___ (may, can) ___5___ (lie, lay) there, Sue," replied her mother. "___6___ (Let, Leave) the pictures where I ___7___ (lay, laid) them. We're cleaning your room."

"___8___ (Let, Leave) me help!" exclaimed Sue. "I ___9___ (may, can) ___10___ (sit, set) chairs and other things where you want them to be ___11___ (set, sat). ___12___ (Can, May) I ___13___ (sit, set) on the high stool to wash windows? ___14___ (Let, Leave) me do that! I have been ___15___ (laying, lying) down long enough today."

"You ___16___ (may, can) help if you wish," said Mrs. Lane. "I'll ___17___ (let, leave) you wash the windows on the inside. ___18___ (Sit, Set) a pan of warm water near you and get two or three clean cloths from the pile on the table. ___19___ (Lie, Lay) them near you so that you ___20___ (can, may) reach them easily."

"Where have you ___21___ (set, sit) the cleaning powder, Mother?" asked Sue. "It was ___22___ (sitting, setting) on the kitchen table this morning."

"I ___23___ (sit, set, sat) the can in the sink, Sue," replied her mother. "___24___ (Lie, Lay) something on that chair before you ___25___ (set, sit) the cleaner on it."

Sue ___26___ (lay, laid) a paper on a chair that she had ___27___ (sit, sat, set) by a window. Then she ___28___ (sit, sat, set) the can down and went to work. Soon the windows were clean.

"You've done well, Sue," said her mother as she came into the room. "I'll ___29___ (let, leave) you clean my room now!"

Testing yourself

Number a paper from 1 through 29. Write the words needed in the blanks.

Check your paper as your teacher reads the correct words aloud. If you made a mistake, work out Exercises I, II and III on pages 160 and 161.

Take your turn reading aloud parts

of the conversation, putting in the correct words.

5. Using What You Have Learned

To read and think over

The boys and girls in Miss Parker's class decided that an announcement about a program should do the following things:

1. Tell what is going to happen
2. Tell who will give the program
3. Tell where it will be given
4. Tell when it will be given
5. Invite people to attend

Below is the announcement which the boys and girls made and used.

Miss Parker's class will give the play *The Steadfast Princess* in the auditorium at two o'clock next Friday afternoon, March 24, 1941. We hope you will come.

Below is an announcement that another class made for a play which they were going to give. Is it better than the announcement Miss Parker's class made?

Miss Wilson's class will give the play *March Winds* in the auditorium at two o'clock next Tuesday afternoon, March 28, 1941. The name of the play is *March Winds*. Last year we gave *The Pirate's Treasure*. Everyone who saw it liked it.

Talking together

1. Did each of the announcements just given tell everything that should be told?
2. What should have been left out of the second announcement? Why?
3. Which of the announcements is the better? Why?
4. For what reasons may you or your class need to make an announcement? When would you give it orally? When would you need to write it?
5. How can each of the following announcements be improved?

(a) Miss Buck's class will give a party for parents next Monday afternoon at three o'clock in Room 114 in Barnard School.
(b) We hope everyone will come to our program next Wednesday afternoon at three o'clock.
(c) Sheldon School will hold an all-school track meet next Friday afternoon on the playground. We hope all parents and friends will come.

Writing an announcement

Write any announcement that your class or group needs to make.

If you do not have an announcement to write, write one inviting other pupils, parents, and friends to a play being given by Miss Harris's class.

The play is *Sailor, Beware*; the place is the auditorium of Mercer School; the time is next Thursday

afternoon at two o'clock. It is to be free.

Keep to the topic in the announcement you write. Make each sentence tell something that has not already been told.

Working together

If you are asked to do so, read your announcement aloud. Find out whether the class think it tells everything it should tell, whether it includes sentences that are not needed, and whether it keeps to the topic.

Show your paper to your teacher. Correct any mistake you may have made.

CHAPTER TWENTY-ONE

Using Words Correctly in Reports

1. Learning to Use Ten Verbs Correctly

To read and think over

> **The words *blown, flown, swum, torn,* and *worn,* are used with helping words such as *has, have, had, is,* and *were.* The words *blew, flew, swam, tore,* and *wore* are never used with a helping word.**

In the following sentences the ten words are used correctly:

1. The wind *blew* hard last night.
2. Branches *were blown* off trees.
3. A large branch *tore* the awning on our front porch.
4. Roofs *were* badly *torn.*
5. Leaves, twigs, and shingles *flew* through the air.
6. Some birds that *had flown* to our porch seemed terrified.
7. After the storm our small ducks *swam* in deep water in the barnyard.
8. Billy said he could *have swum* there too.
9. He couldn't find the swimming suit he *wore* last summer.
10. He didn't remember when he *had worn* it last.

The words *blowed, flied, flewed, swimmed, swammed, teared, tored, weared,* and *wored* are never correct.

Talking together

Help your class decide which word should be used in each blank in the following sentences. Then take your turn reading some of the sentences aloud.

Choose BLEW *or* BLOWN:

Tom ___ the bugle more clearly than anyone else had ___ it. Every note was ___ perfectly.

Choose FLEW *or* FLOWN:

I know an aviator who ___ from coast to coast without stopping. He

has often ___ fast enough to make a record. Few others have ___ so well.

Choose SWAM *or* SWUM:

Sam ___ across the lake today. He hadn't ___ that far before. I ___ across it last summer. Have you ever ___ a half mile?

Choose TORE *or* TORN:

Just now I ___ my skirt. That's the second time I've ___ it today. I haven't ___ a skirt that often before.

Choose WORE *or* WORN:

Betty ___ her new hat today. I haven't ___ mine yet. Have you ___ yours?

Testing yourself

For each blank choose the correct word:

I ___1___ (wore, worn) my new swimming suit when I ___2___ (swam, swum) in the pool yesterday. By the time I had ___3___ (swam, swum) across the pool, the suit was ___4___ (tore, torn) in the back. It shouldn't have ___5___ (tore, torn) before I had ___6___ (swam, swum) in it at least a year. Hasn't your suit ___7___ (wore, worn) longer than a year? You've never ___8___ (tore, torn) it, have you?

My suit hasn't been ___9___ (tore, torn) at all, and I've ___10___ (wore, worn) it for two years. I've ___11___ (swam, swum) in it hundreds of times. I have ___12___ (wore, worn) it nearly every day at the lake for the past two summers. Ann ___13___ (tore, torn) her suit this morning when she ___14___ (swam, swum) in the pool. Maybe you girls shouldn't have ___15___ (swam, swum) there.

You should go to the lake with us next summer. After you have ___16___ (swam, swum) there, you'll want to go back. Sue and I ___17___ (swam, swum) there every day last summer. We ___18___ (swam, swum) each morning and each afternoon.

I've ___19___ (swam, swum) there. What else is interesting to do at the lake?

I have watched the ducks as they ___20___ (flew, flown) south. One morning I saw a hundred or more that had ___21___ (flew, flown) in during the night. Thousands have ___22___ (flew, flown) over the lake without stopping. By October the ducks that haven't ___23___ (flew, flown) south get caught in bad storms. Those that have ___24___ (flew, flown) to warmer climates are safe.

Has the wind ever ___25___ (blew, blown) hard on the lake?

Yes, it has ___26___ (blew, blown) hard enough to scare me. Trees are not often ___27___ (blew, blown) down by it, but our sailboat was ___28___ (blew, blown) to shore last summer. The wind ___29___ (blew, blown) the water into white caps. That time the wind really ___30___ (blew, blown) hard.

Number a paper from 1 through 30. Write the words needed in the blanks.

Check your paper as your teacher reads the correct words aloud.

2. Learning to Use *Teach, Learn, Taught,* and *Learned*

To read and think over

Some boys and girls make mistakes in using the verbs *learn* and *teach* because they do not understand clearly the meaning of each verb.

> **The word *teach* means to explain what something means or to show how something is done.**
> **The word *learn* means to find out what something means or how to do something.**

Another person may *teach* you something, but he cannot *learn* you anything. You must *learn* for yourself.

The words *teaching, teaches,* and *taught* belong to the verb *teach.* They are different **forms** of that verb.

The words *learning, learns,* and *learned* are different forms of the verb *learn.*

In the following sentences the verbs *teach* and *learn* are used correctly. Notice the different forms used.

1. Is anyone *teaching* you to ski?
2. Mr. Gray *taught* Sam and me last year.
3. If you wish he'll *teach* you.
4. Mrs. Gray also *teaches* boys and girls to ski, coast, and skate.
5. *Has* Sally *learned* to ski?
6. No one *has taught* her how to ski.
7. She is *learning* rapidly.
8. Do all girls *learn* to ski easily?
9. Sally surely *learns* well.

Talking together

Help your class decide which form of the verb *teach* or of the verb *learn* should be used in each blank in the following sentences. Take your turn reading some of the sentences aloud.

1. Animal trainers ___ dogs many tricks. Dogs ___ easily.
2. Yesterday John ___ me how to signal with flags.
3. Mother is ___ me how to bake cakes.
4. Jerry has just ___ to dance a jig.
5. It is hard to ___ a person anything that he does not want to ___.
6. Had someone ___ you to build a campfire?
7. Betty has ___ her cat to sun himself on the front porch.

Take your turn giving sentences that answer three or four of the following questions. Use some form of the verb *teach* or of the verb *learn* in each answer. Use the word that gives the correct meaning.

1. What musical instrument have you learned to play? Who taught you?
2. What are some of the important things that Boy Scouts or Girl Scouts are taught to do? Where do they learn them?

3. What trick have you taught to a dog or to another pet? How quickly did he learn?
4. What work do elephants learn to do? Who teaches them?
5. What new thing have you learned at school this week? Who taught it to you?
6. What new game or sport would you like to learn? Who could teach you?
7. What have you learned to make out of wood or some other material? Who taught you how to make it?

Testing yourself

Think which word — *teach, taught, teaching, teaches, learn, learning, learns*, or *learned* — should be used in each blank in the following short report.

MY FIRST RIDE

Yesterday when Dad was _1_ me how to ride my new bicycle, he first _2_ me how to turn the handle bars to keep my balance. Then he _3_ me how to start, but he did not _4_ me how to stop. I suppose he thought I was _5_ easily everything he had been _6_ me, for he started me down our driveway.

All went well for a few feet. I was sure I had _7_ to do all that Dad had tried to _8_ me. Then I realized that he had not _9_ me how to use the brakes. I became so scared I forgot what he had _10_ me about keeping my balance. I zigzagged down the drive and landed in Mother's freshly spaded garden.

Number a paper from 1 through 10. Then write the words needed.

Check your paper as your teacher reads the correct words aloud. If you made a mistake, read page 177 again. Then work out Exercise V, page 184.

3. Unnecessary Subjects in Sentences

To read to yourself

You know that the words *he, she, we, they*, and *it* are pronouns. When each of these pronouns is used correctly, it takes the place of a noun; it is used *instead* of the name of some person, animal, or thing.

The pronoun printed in italics in each of the following sentences should be left out. Why? Read each sentence softly to yourself, leaving out the pronoun. Is the pronoun needed to make the meaning clear?

1. Jack *he* has a new bicycle.
2. Linda and Sally *they* had a ride.
3. Sue and I *we* went downtown.
4. Mary *she* met us on the corner.
5. The new boy at school *he* plays baseball well.
6. My pencil *it* is lost.
7. Those girls on the steps *they* whispered as we walked past.

8. The girl across the street *she* goes to our school.

> **Do not use as the subject of a sentence a pronoun and the word (or words) for which the pronoun stands. Leave out the pronoun.**

Talking together

Find the subject of each of the following sentences. Which subjects are compound?

What pronoun in each sentence should be left out? Why?

1. My sister Mae she was chosen as editor of the school paper.
2. Those three boys they are not on the baseball team.
3. Jack he told the best story.
4. Tom's story it was too long.
5. The girls and I we went skating.
6. The midgets at the circus they were called living dolls.
7. Dad he had good luck on his trip.
8. The boys and I we found a turtle.
9. Sam he lost his baseball.
10. The man at the store he gave away toy airplanes.

Take your turn reading some of the sentences aloud as they should be written.

Testing yourself

Write a list of the pronouns that are unnecessary subjects in the following short report. Number each pronoun to show from which sentence you would omit it.

PANDORA

1. At the World's Fair Dad and I we saw a giant panda named Pandora. 2. The animal she looked as if she had on a clown's suit. 3. Her legs, ears, and a stripe around her body they were a dark red color. 4. Her face, neck, stomach, tail, and most of her back they were white.

5. Pandora's large cage it looked like a show window. 6. The front it was made of plate glass.

7. When we first saw Pandora, she was fast asleep on a platform in her cage. 8. Dad and I we waited as Pandora slept on. 9. Finally the keeper he shook her. 10. She slapped at him playfully, turned a somersault backwards, and landed sitting down. 11. Then she jumped to the tree in her cage and looked down at us as she hung there upside down. 12. The keeper he brought her food to the cage. 13. Pandora she came down and gobbled it up. 14. She kept us laughing for a half hour as she played with her pan. 15. Dad he said she would make a good clown for a first-class circus.

Check your paper as your teacher tells you which pronouns should be left out. Then correct any mistake that you made.

4. Using More Common Words

To read and think over

Read the following report. Then for each word (or words) printed in italics choose a word from the list that has the same number. Choose words that are commonly used and that have about the same meaning as the words in italics. Use the picture, the context, and your dictionary as you need them. Write the words chosen.

BACK TO LONG AGO

Mary and Alice are ready to go to a party at which they are (1) *impersonating* two girls of long ago. That is why they are wearing (2) *antiquated* (3) *costumes.*

Mary's dress is (4) *lavishly* (5) *decorated* with lacy rosettes, and Alice's is adorned with a velvet lattice. As both dresses are made of fine old silk, the appearance of the girls will undoubtedly be (6) *conspicuous.*

How much (7) *serious attention* the girls' mother must have given to doing their hair so that it hangs in such (8) *attractive* curls!

Just now both girls seem (9) *absorbed* in books, but their thoughts are probably (10) *occupied* with their looks. No doubt they are (11) *yearning* for the fun to begin. They (12) *anticipate* a grand time.

1. representing — introducing — recalling — restoring — reviving
2. funny — queer — old-fashioned — strange — odd
3. suits — dresses — coats — uniforms
4. neatly — wisely — slightly — richly
5. stitched — trimmed — supplied — furnished — enclosed
6. plain — quiet — clear — striking
7. labor — care — hope — kindness
8. magnetic — moving — dashing — pretty — extensive
9. soaked — locked — interested — dissolved — sunk
10. tuned — busy — straying — tied
11. trusting — trying — waiting — longing — dying
12. want — seek — expect — await

Talking together

Help your class decide which word in each of the preceding numbered lists is best suited to take the place of the word printed in italics in the report. Why are the other words not suitable?

To do by yourself

For each of the following words or word groups find in the preceding numbered lists a word of similar meaning. Write the words in pairs. For example, *desire — wish.*

concern	served	giving back
wandering	melted	cut off neatly
attempting	expiring	closed securely

Get someone to check your paper.

...nick International Pictures

LIVING IN THE PAST

Questions to think over

Have you ever dressed in old-fashioned clothes and pretended you were someone who lived long ago? What kind of costume did you wear? Where did you get i[illegible]

5. Using What You Have Learned

To read and do by yourself

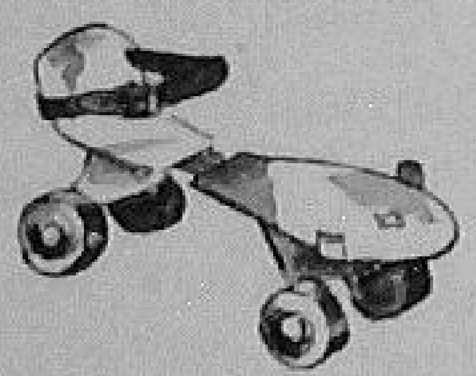
Copy the following paragraphs from a report. Use the correct word — *teach, taught, learn, learns,* or *learned* — in each blank. Leave out pronouns that are used incorrectly.

Sam and I we read about how clever animals are and how easily they can be ___ to do things. We ___ many interesting things about them.

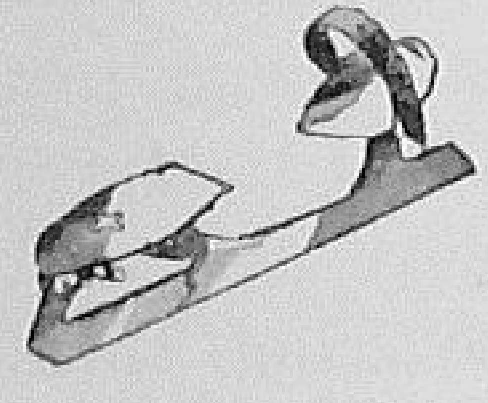
The chimpanzee it is the most intelligent of all animals. People can ___ it more easily than any other animal. It is also easy to ___ the smart orangutan.

An elephant from India ___ well when his teacher knows how to ___ him. He can be ___ to do many kinds of work. Both the horse and the dog they have been ___ to do many things. Lions can be ___ more easily than tigers and leopards. The beaver is clever but no one can ___ him anything. Foxes and wolves are intelligent but they cannot be ___. The sea lion he is stupid but people can ___ him to balance things on his nose.

If you are asked to do so, read aloud your copy of the paragraphs. Find out whether everyone else in the class agrees with your choice of words. If you find that you have made any mistakes, correct them.



More Practice



I

Keeping to the topic

Which sentences in this report do not tell or ask anything about the topic?

WHERE MONKEYS LIVE

Monkeys live in the thick forests of warm countries where fruits grow plentifully. Sometimes they throw coconuts and other fruits at people below them. They are found in China, Japan, India, Mexico, and Central America. They are found also on most of the tropical islands in the Atlantic and Pacific Oceans and in the forests along the Amazon River in South America. The Amazon is one of the largest rivers in the world. Some monkeys live in the colder parts

of Mexico and in Spain around Gibraltar. Monkeys live in almost every part of Africa except in the deserts.

Copy the paragraph. Leave out the sentences that should be left out.

Check your paper. Did you omit the sentence that tells about throwing coconuts and the one that tells about the size of the Amazon River?

II

Telling things in a good order

Which sentences are not placed in the proper order in the following paragraph?

THE LIFE HISTORY OF A MOSQUITO

1. Mosquito eggs are laid in clusters in ponds or in puddles of still water. 2. These eggs form a tiny raft that floats about on the water. 3. From these eggs larvae, often called wigglers, are hatched. 4. When the larvae have grown for a time, they shed their skins and form a harder covering, thus becoming pupae. 5. After the larvae, or wigglers, are hatched, they live in the water but often come to the top to breathe air. 6. For several days the pupae float about on the pond like tiny boats. 7. Finally the adult mosquitoes stretch their legs, dry their wings, and fly away from their watery nursery. 8. After some time the pupae split their hard skins and the full-grown mosquitoes crawl out.

Copy the paragraph. Place the sentences in the correct order.

Check your paper. Did you put the fifth sentence before the fourth? Did you place the last sentence before the seventh?

III

Making each sentence count

As you copy the following paragraph, leave out each sentence which tells something that has already been told.

THE NOISIEST MONKEYS

1. All monkeys are noisy because they chatter among themselves, but some are noisier than others. 2. Howling monkeys are the noisiest of all. 3. They make the most racket. 4. Their voices are unusually loud, and their howl is unpleasant because it is like a screech. 5. They howl both night and day. 6. They howl all the time. 7. Many zoos won't keep howling monkeys because they annoy other animals and visitors. 8. They are such nuisances that most zoos don't want them. 9. They certainly are noisy! 10. They are the noisiest monkeys that are to be found anywhere in the world.

Correct your paper. You should have left out the third, sixth, eighth, ninth, and tenth sentences.

IV

Using blew, blown; flew, flown; swam, swum; tore, torn; wore, worn

Write and number the correct word for each blank:

CAUGHT IN A SQUALL

For an hour the wind had _1_ (blew, blown) hard and had _2_ (tore, torn) at our sail. Jack and I were thrilled because our little boat almost _3_ (flew, flown) over the water. Then all at once the wind _4_ (blew, blown) a blast so hard that a bird was _5_ (blew, blown) against the sail as it _6_ (flew, flown) near our boat. Our sail was _7_ (tore, torn) from the mast. Our boat was _8_ (blew, blown) over and we were thrown into the water.

As I had _9_ (wore, worn) my bathing suit, I _10_ (swam, swum) ashore quickly. When I looked back, I saw that Jack had _11_ (swam, swum) only a little way. Then I remembered that he had _12_ (wore, worn) his work clothes and heavy shoes. I went back to help him. Together we _13_ (swam, swum) to shore safely.

Check your paper. Did you use *blown*, *torn*, *flown*, *worn*, and *swum* with such helping words as *had*, *has*, *was*, *were*, and *is*? Did you use *blew*, *tore*, *flew*, *wore*, and *swam* without a helping word?

V

Using teach, taught, learn, and learned

Decide what form of the verb *teach* or of *learn* is correct to use in each of the following blanks:

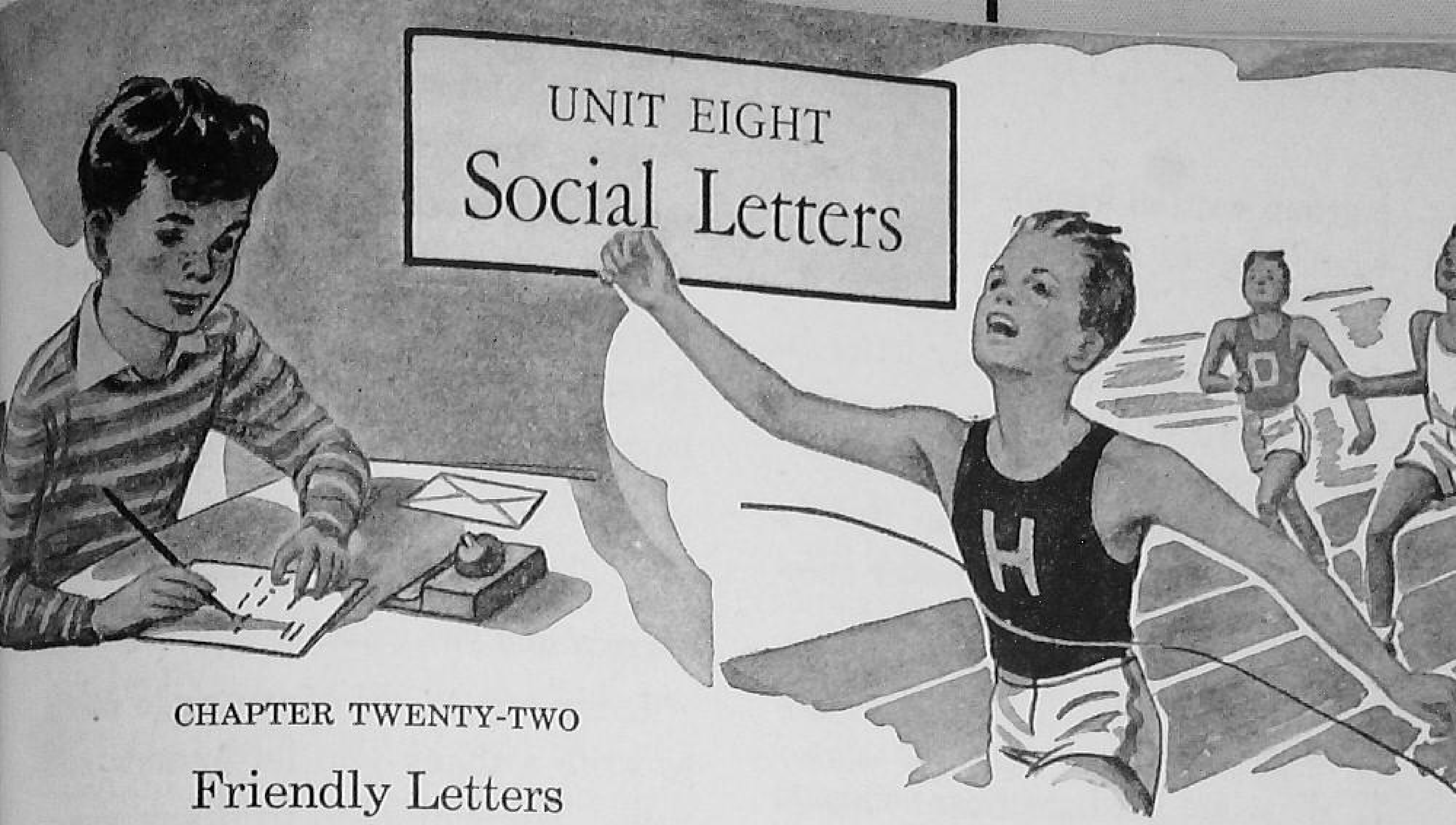
TRAINING A DOG FOR A MOVIE ACT

Last year I watched a man _1_ a dog to attack a robber for a movie scene. First, he _2_ the dog to growl and bite at a large handkerchief which he held in his hand. As soon as the dog had _3_ to do this, his master _4_ him to bite savagely at the handkerchief when it was tied around his master's neck. Then the dog _5_ to continue growling and biting at the handkerchief as his master fell over backwards. In three weeks the dog had _6_ his part so well that he seemed to be killing his master, who played the part of the robber. I knew that he had been _7_ to bite only the handkerchief and that he had _8_ to do so without hurting his master at all.

Write and number the words you chose.

Correct your paper. Did you use *teach* and *taught* to show how something is done? Did you use *learn* and *learned* to tell that the dog had found out how to do something?

UNIT EIGHT
Social Letters



CHAPTER TWENTY-TWO

Friendly Letters

1. Reasons for Writing Letters

To read to yourself

Notice the different reasons that these boys and girls had for writing friendly letters:

1. After Frank moved away, Jack wrote to him to tell news about some of Frank's old friends.
2. Mary wrote to Thelma to invite her to a party. Thelma lives in a town near by.
3. Thelma wrote to Mary to accept the invitation.
4. Sam wrote to his father and his mother to invite them to a school exhibit.
5. Miss Parker's class wrote to Mr. Scott to thank him for allowing them to use his pioneer candle mold.
6. Miss Parker's class wrote to Miss Lester to ask her to talk to them about her trip to Sweden.
7. Dick wrote to his cousin Jim to congratulate him on winning a prize in a track meet.
8. When Ann was ill, Miss Parker's class wrote to her to try to cheer her up.
9. Linda wrote to a friend in another town to say that she could not accept an invitation to a party.
10. Dick wrote to his aunt and uncle to thank them for entertaining him when he visited them in their home.

Talking together

1. For what different reasons did the boys and girls write friendly letters? What are some things that would have been appropriate to say in each of those letters?
2. For what reasons have you written friendly letters? For what other reasons might you need to write them?
3. For what reasons has your class as

a group written friendly letters? For what reasons should it write such letters?

4. When should a friendly letter be written by your class as a group rather than by one person in the class?

5. In replying to a letter from a friend, why should you answer questions that he has asked?

6. What are the different parts of a friendly letter?

7. What are good greetings and good closings for friendly letters?

To do by yourself

Notice where capital letters and punctuation marks are used in the following greetings, closings, and heading:

1. Dear Mary,
2. Dear Tom,
3. My dear Mr. Black,
4. My dear Mrs. Davis,
5. Dear Miss Clark,
6. Dear Aunt Helen,
7. Sincerely yours,
8. With love,
9. Lovingly yours,
10. Affectionately yours,
11. 412 Oak Street
    Canton, Ohio
    April 4, 1941

With your book closed, write the greetings, closings, and the heading as your teacher reads them aloud.

Write the heading you use in letters that you write at home.

Check your paper with the heading, greetings, and closings just given. Then correct any mistake you may have made.

2. Thank-You Letters

To read and think over

Every boy or girl of your age needs to write a thank-you letter now and then. You may need to thank someone for sending you a gift, for doing you a favor, or for having you as a visitor at his home.

When you write a thank-you letter, follow these rules:

1. Write very soon after you have received a gift, enjoyed a favor, or returned from a visit.
2. Thank the person for the gift, the favor, or the entertainment.
3. Tell how you like the gift and what you like about it.
4. Even if the gift is something you do not need or do not like, do not say so. Thank your friend for his kindness in thinking of you.
5. Say something about your visit that will show that you enjoyed it.
6. Write something to show how the favor gave help that was needed.

Which of the following writers of thank-you letters used the rules given for such letters? In what ways could the poorer letters be improved?

Dear Uncle Joe,
Thank you for sending me the baseball suit. It came yesterday. I shall wear it next summer.
With love,
Bob

Dear Aunt Polly,
Thank you for the leather jacket which came yesterday. I like everything about it very much, especially the zipper and the deep pockets. It's just what I need for the cool mornings and evenings this spring. I shall wear it as I go to mail this letter.
Lovingly yours,
Barbara

Dear Uncle Bill,
Mother says I must have had a good time with you and Mark all last week at your house. I did. I haven't stopped talking about the fun we had visiting so many parks. Thank you for a grand time.
Sincerely yours,
Andy Thorpe

Dear Aunt Mary and Uncle Joe,
I arrived home three weeks ago safe and sound. Thank you for inviting me to stay a week with you.
Lovingly yours,
Martha

Dear Mrs. Carlson,
We enjoyed hearing you tell how the pioneer women did their housework. Thank you for helping us.
Sincerely yours,
Bill Parsons

Dear Mr. Fowler,
All of us in Miss Parker's Class wish to thank you for allowing us to go through the woolen mill and for showing us what the different machines do. We learned many things that help us to understand how woolen cloth is made.
Sincerely yours,
Joan Langlois
Secretary

Talking together

1. Which writers followed the rules best? Which rules did the writers of the poorer letters not follow?
2. What should be done to improve each of the three poorer letters?
3. What should Mary say to her Aunt Rose who has sent her a pair of gloves for her birthday? The gloves do not go well with the other clothes that Mary has. She also has all the gloves she needs.

To read and do by yourself

Think of someone to whom you or your class should write a thank-you letter. It may be a friend who has sent you a gift or in whose home you

have been a guest. It may be someone who has done a favor for the class.

Think what you will say in the thank-you letter that you need to write. Follow the rules that should be used in writing it.

Write your letter on a clean sheet of paper. Place the five parts correctly on the paper. Use capital letters where they are needed.

If you do not need to write a thank-you letter of your own, write one which you think one of the following boys or the class needs to write.

1. Jack's Uncle Fred sent him a pair of riding pants. They fit perfectly. Jack will use them for both riding and hiking with Bob and Sam.
2. Bill has just returned from a long visit at his Uncle Ben's ranch. All summer he had a good time riding the horses and working with cowboys.
3. Miss Nelson told Miss Parker's class about her visit to Brazil. The class got information which they needed in their study of the raising of coffee.

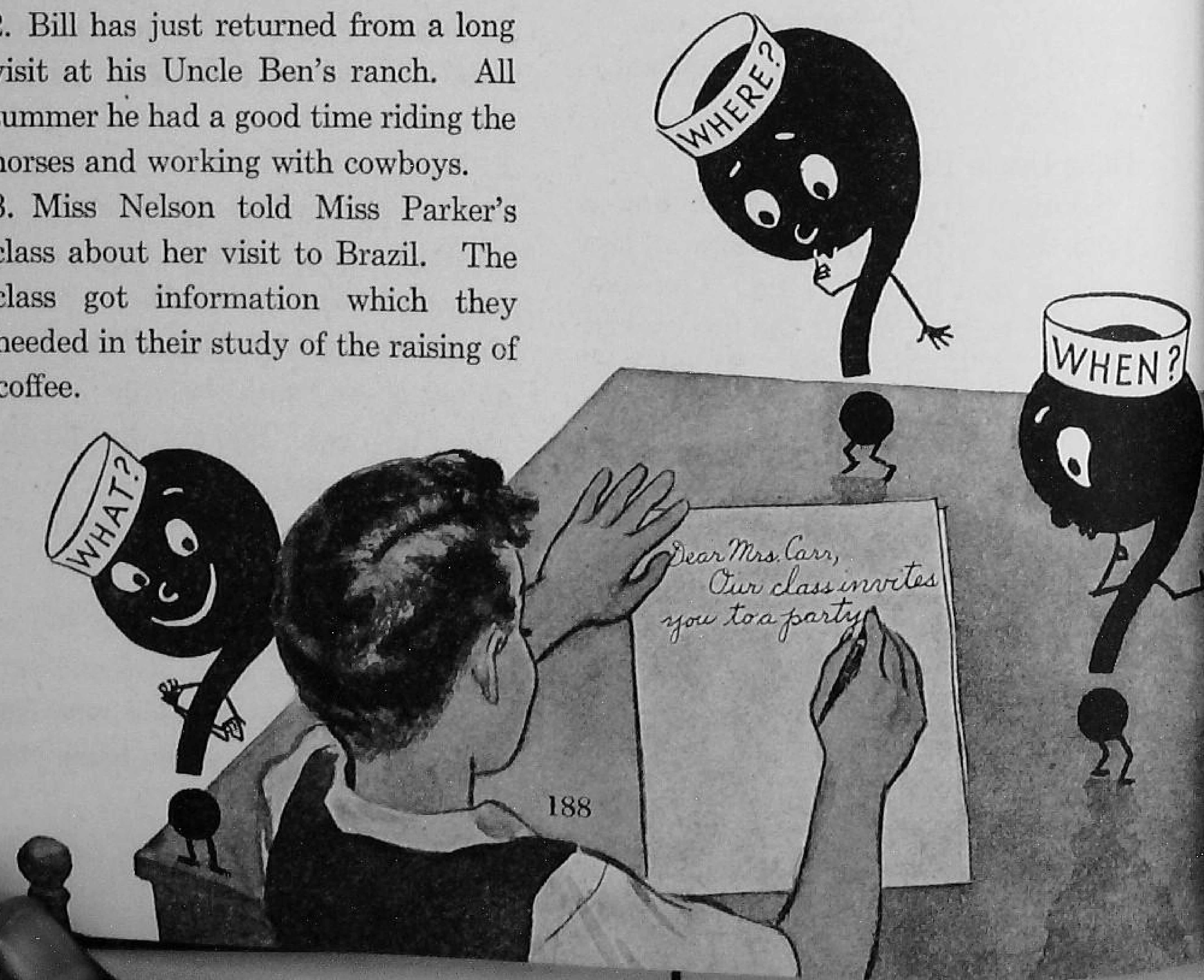
Check your letter. Then correct any mistakes that you may have made.

3. Writing and Answering Invitations

To read and think over

In writing an invitation, use the following rules:

> **1. Tell what the invitation is for.**
> **2. Tell where the party or the entertainment is to be.**
> **3. Tell when the party or the entertainment will be held.**
> **4. Write something to show your friend that you really want him to come.**



Which of the following invitations show that the writer used the four rules? How can the poor invitations be improved?

Dear Tom,
I am having a birthday party at our house next Saturday afternoon, April 10, at two o'clock. Please let me know whether you will come.
Bob Phelps

Dear Mary,
I hope you will come to my birthday party at our house next Saturday afternoon, April 10, at two o'clock. If the weather is good, we will cook our steaks in the fireplace in the back yard. Be sure to come!
Marian Roberts

Dear Mr. and Mrs. Carter,
We shall give a program and have an exhibit next Friday. We hope you will come.
Mary Johnson
Secretary

Dear Miss Morton,
Miss Godfrey's Class will give a program and have an exhibit next Friday afternoon at two o'clock in Room 114. We are especially eager to have you come.
Jack Wilson
Secretary

When you write an answer to accept an invitation, be careful to follow these rules:

1. Show that you are glad to receive the invitation.
2. Show that you are glad to come to the party or to the entertainment.
3. Mention the party or the entertainment, the time, and the place where it is to be held.

When you write an answer to say that you cannot accept an invitation, use the following rules:

1. Show that you are sorry you cannot accept the invitation.
2. Give a good reason for not accepting the invitation.

Which of the following answers show that the writer used correctly the rules for replying to invitations? How can the poor answers be improved?

Dear Marian,
I can't come to your party. I may have to go to Katherine's house next Saturday.
Mary Mason

Dear Bob,
I shall be very glad to come to the party at your house next Saturday at two o'clock. It was thoughtful of you to invite me.
Tom Parks

Dear Marian,
I am very sorry that I cannot be at your party. My cousin Alma and

her mother are coming next Saturday afternoon. I must be here to greet them. Have a good time for me!

Audrey Phillips

Dear Bob,

I can come to your birthday party. We shall have a good time.

Perry

Talking together

Help your class answer the questions that were asked about the invitations and the replies.

To read and do by yourself

Think of a party or a program to which you might invite a friend or a relative. Write the invitation, using the rules that you have learned.

Place the parts of the invitation correctly on the paper. Use capital letters and punctuation marks where they are needed.

Exchange invitations with one of the boys or girls in your class. Then write an answer to the invitation that you received. Follow the rules you have learned.

> In writing to accept or to decline an invitation, you may place your address and the date in the usual place above the note or you may place them below the note at the left margin.

When your answer is as correct as you can make it, show it to your teacher. Correct any mistakes you may have made.

4. Letters of Congratulation and Cheer-Up Letters

To read and think over

When you win a prize or receive some other honor, do you like to have your friends tell you that they are glad you succeeded?

When a friend of yours receives an honor or some good fortune, are you glad? It makes him happy if you write to say that you are pleased. Such a letter is called a **letter of congratulation.**

Which of the following two letters of congratulation is the better?

Dear Evelyn,

Last night I heard over the radio that you had won the second prize in a slogan-writing contest. I am glad you won. It's too bad you didn't win the first prize.

With love,

Helen

Dear Joe,

I read in yesterday's paper that you won first place in the high jump at the county track meet last week. It takes more than good luck to do

that. I think it is wonderful that you won.

Sincerely yours,
Ben Fuller

When you have been ill for several days, do you like to have your friends do things that show they are thinking of you?

When a friend of yours has been ill for several days, isn't it a good thing to try to encourage him? You may need to write him a letter to do that. Such a letter is called a cheer-up letter.

When you write a cheer-up letter, use the following rules:

> **1. Let your friend know that you are sorry he is ill and that you hope he will soon be well.**
> **2. Avoid writing about his illness or about the illness of others. Don't tell him sad or distressing news.**
> **3. Tell him cheerful things. Try to think of something funny to tell him. Write about something he will like to do when he is well.**

Which of the following cheer-up letters is the better? Why?

Dear Sally,

We are all sorry that you are ill. We hope you will soon be well enough to return to school.

Do you know that we are organizing a school choir? Miss Law is going to help us. There are to be thirty of us boys and girls in it. Every school day at half-past three we are to practice an hour. I know you will enjoy singing with us when you come back.

Today Miss Parker asked Bert what kind of noun *tree* is. He said it was an uncommon noun because it was plural at the top and singular at the bottom.

With love,
Linda

Dear Jerry,

I am very sorry that you are ill. It must be terrible to be sick as long as you have been. Tom says that something hurts you all the time and that you don't have any fun at all just lying in bed. I hope I never have the bad luck you are having.

The baseball team is getting along very well. I don't suppose you will be well enough to play in the game with Mapleton. Since they beat us last week, we are hoping to win this time.

Today Hazel told Miss Parker that a period was something to use in puncturing a sentence.

Your pal,
Bill

Talking together

Help your class decide upon answers to the following two questions:

1. Which of the letters of congratulation is the better? Why? What should be done to the poorer letter to improve it?
2. Which of the cheer-up letters is the better? Why? What should be done to the poorer letter to make it better?

To read and do by yourself

Choose either the poorer letter of congratulation or the poorer cheer-up letter and decide how you can improve it.

As you write the letter that you chose, improve it where you can. Use your address and the present date in the heading. Sign your own name.

If you are asked to do so, read aloud the letter that you wrote. Find out whether the class think it is better than the letter you chose.

Show your letter to your teacher. Correct any mistakes that you may have made.

5. Using What You Have Learned

To read and do by yourself

Think of someone to whom you should write a letter. The following questions will help you:
1. To whom should you write a thank-you letter? Who has sent you a gift? In whose home have you visited recently? Who has done a favor for you or for your class?
2. To whom should you send a written invitation to a party, a concert, or any other event? Has anyone sent you an invitation which you should answer?
3. What friend of yours has won a prize, gained some honor, or had some good fortune? Who should receive a cheer-up letter from you?
4. Who would like to have a news letter from you? Has a friend of yours moved away? Should you write to a cousin, a brother, an aunt, your grandmother, or some other relative?

What will you say in your letter? Use the proper rules for writing the kind of letter you decide to send.

If your letter is to be a news letter, think of topics to write about. The following questions may help you:
1. What has happened to people whom you know and who are friends of the person to whom you are going to write?
2. What surprise or adventure have you had?
3. What interesting things have you or your class done at school?
4. What interesting things have happened in your family?
5. What interesting things have happened in your neighborhood?

In writing a news letter, use the following rules:

1. **Write on only two or three topics. Choose those in which your friend will likely be interested.**
2. **Write enough about each topic to make your letter interesting and easy to understand.**
3. **Write something to show your friend that your letter is for him and not for just anyone.**
4. **Give your opinion about a topic if you think your friend will enjoy knowing it. Tell how you feel or what you think about it.**
5. **Answer any questions your friend asked in the last letter he wrote to you.**
6. **Make one topic a center of interest in your letter, if you wish to. Tell more about it than about any other topic.**

Writing your letter

Think out each sentence carefully. Make it say what you mean.

Place the parts of the letter correctly on the paper. If you wish, use the letter pattern on page 63 in this book. Use capital letters and punctuation marks where they are needed.

Working together

If you are asked to do so, read your letter aloud. Find out whether the class can tell you how to improve it. Then make any improvements you think are needed.

To do by yourself

Show your letter to your teacher. Correct any mistakes that you made. Then plan to send your letter to the person to whom you wrote it.

CHAPTER TWENTY-THREE

Capital Letters and Punctuation Marks in Letters

1. Reviewing the Comma of Address and the Comma in a Series

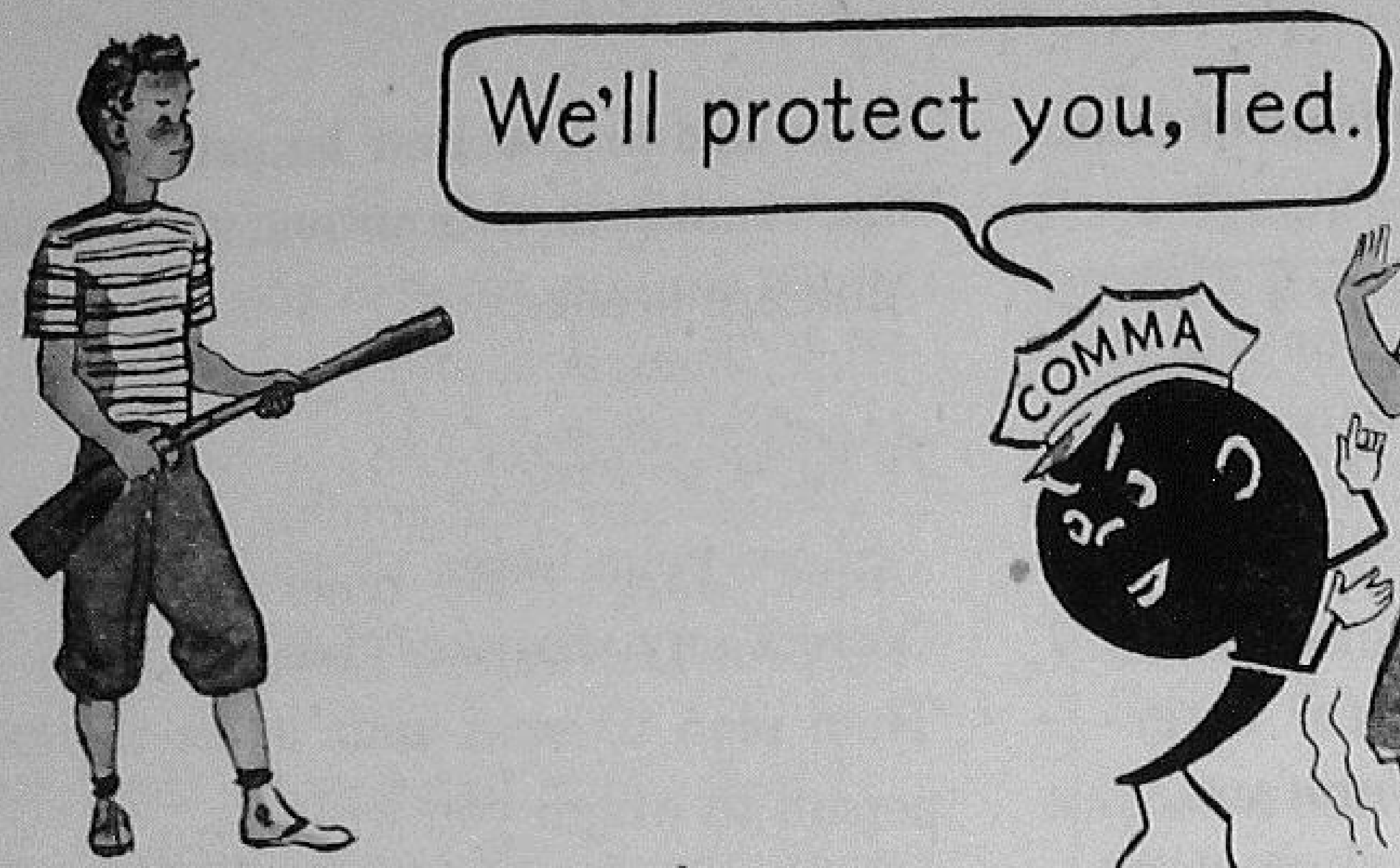
To read and think over

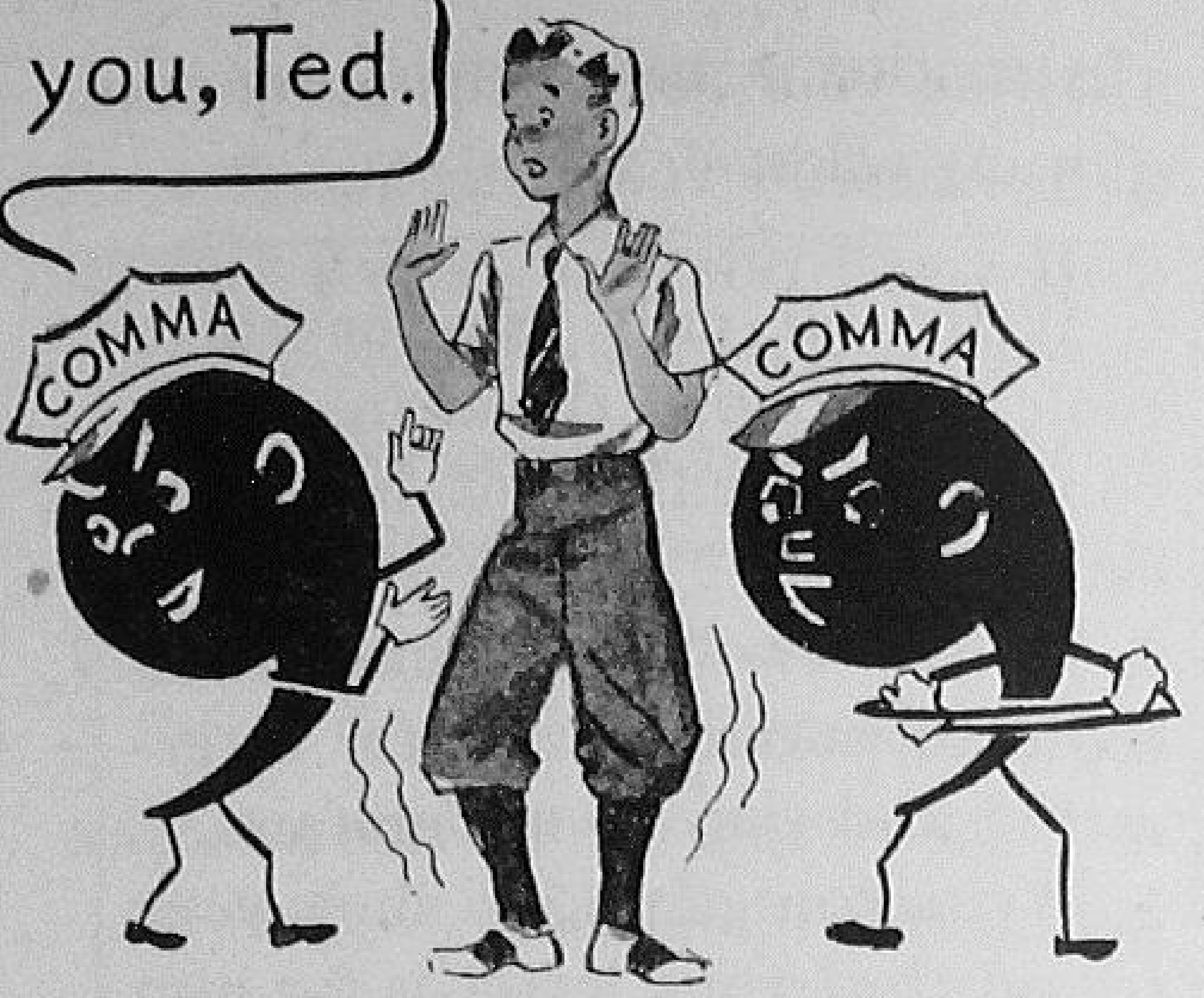
Jack wrote one of the following sentences in a letter to Ben and the other in a letter to Ted. Is the meaning of each sentence clear?

1. Just as we sat down to eat Ben there was a loud knock at the door.
2. When I lifted my gun to shoot Ted my sleeve caught on a branch.

In the sentences below, commas are used where Jack should have used them:

1. Just as we sat down to eat, Ben, there was a loud knock at the door.
2. When I lifted my gun to shoot, Ted, my sleeve caught on a branch.





Are the two sentences with commas easier to understand than those which Jack wrote?

The comma used before and after the word *Ben* and before and after the word *Ted* is called the **comma of address.** The word *Ben* names the person to whom Jack was addressing his statement. The comma of address is used to make the writer's meaning clear.

> **Use a comma, or two commas if necessary, to set off from the rest of a sentence the name of the person who is addressed in that sentence.**

What important use of the comma did Mary fail to make when she wrote the following sentences?

1. Mother took ham sandwiches hot chocolate cake lettuce salad and milk to the picnic.
2. We played soft ball climbed trees ran races waded in the creek and shot arrows at a target.

In the following sentences commas are used where they are needed. Do they make Mary's sentences easy to understand?

1. Mother took ham, sandwiches, hot chocolate, cake, lettuce, salad, and milk to the picnic.
2. We played soft ball, climbed trees, ran races, waded in the creek, and shot arrows at a target.

In the first sentence commas are used to separate the words that form a series. In the second sentence commas are used to separate the *groups* of words that form a series.

> **Use commas to separate the words or the groups of words that form a series in a sentence.**

Talking together

Help your class decide where commas should be placed in each of the following sentences:

1. Bring your dog to the picnic Ann.
2. Tom aren't you going along?
3. If you'll ride your bicycle Bill I'll go with you.
4. Mother got me a new hat a pair of shoes and a blue sweater.
5. Betty Sam Sue Jerry Jack and I are going together.
6. I like to roller skate ride a bicycle play baseball and fish.
7. I haven't seen your dog Joe.

Help answer these questions:

1. Why is it important to use the comma of address correctly? Where should it be placed in a sentence? If two commas are needed, where should each be placed?
2. Why should you separate words or groups of words that you write in a series in a sentence? Where should commas be placed to separate them?

Testing yourself

On a sheet of paper write your address and the present date as the heading of a letter. Then, without using your book, write the part of a letter given here as your teacher reads it aloud. Use punctuation marks and capital letters correctly. Indent each paragraph.

Dear Aunt Mary,

Thank you, Aunt Mary, for the tennis racket, balls, shirt, and shoes. They are just what I hoped for. I'll use them late this spring, during the whole summer, and in the fall. Sue, Dick, Tom, Joe, and I will be playing together often.

When are you coming to see us, Aunt Mary? We hope you will be here for Decoration Day.

Check your paper with the letter given above. If you made any mistakes, correct them. For more practice use Exercises I and III on pages 210 and 211.

2. Using Commas to Set Off Appositives

To read and think over

Notice where commas are used in the following sentences:

1. Bolo, my new cocker spaniel, goes hunting with us.
2. We have gone hunting with Frank, Sue's older brother.
3. Our younger dog, the one Mr. Dale gave us, is not a good hunter.

In the first sentence the words *my new cocker spaniel* explain who Bolo is. In the second sentence the words *Sue's older brother* explain who Frank is. In the third sentence the words *the one Mr. Dale gave us* explain which dog is meant.

A group of words used in this way is said to be in **apposition**. Such a group is called an **appositive**. (Look

up the meaning of apposition and appositive in your dictionary.)

Notice that in the preceding sentences, each appositive is set off from the rest of the sentence by one or two commas.

In the following sentences the appositive is printed in italics.

1. I saw your brother *Jack* today.
2. She *herself* will be there.
3. My dog *Jocko* is lost.
4. Your sister *Thelma* is here.

Notice that in each of the preceding four sentences the appositive is not set off from the rest of the sentence.

When an appositive is only one word, usually it is not separated by commas from the rest of the sentence.

When you write an appositive in a sentence, follow this rule:

> **Use one or more commas, as necessary, to separate an appositive of more than one word from the rest of the sentence.**

Talking together

1. What is an appositive?
2. How should an appositive be separated from the rest of the sentence in which it is used? When is one comma sufficient? When are two commas needed?
3. Why should an appositive be separated from the rest of the sentence?

Help your class decide where commas should be used in the following sentences:

1. I saw Mrs. Baker our next-door neighbor at the picture show today.
2. My new hammer the one you bought for me has been lost.
3. I sold my old tools to Bert the boy who lives next door.
4. Where is your sewing basket the one that has buttons in it?
5. Miss Parker my teacher this year goes to our church.

Testing yourself

Write your address and the present date as the heading of a letter. Then, without using your book, write the part of a letter given below as your teacher reads it aloud. Use capital letters and punctuation marks correctly. Indent each paragraph.

Dear Grandmother,

Are you going to be here May 1, the day of my birthday? I hope you and Mrs. Smith, your jolly neighbor, can come.

Do you remember Ellen Parsons, the girl who lived next door to us? She and Charles, her older brother, have gone to Washington. They are going to visit their aunt and uncle, Mr. and Mrs. Davis.

Mother says to tell you that your favorite apple tree, the one by the back gate, is in bloom.

Check your paper. If you made any mistakes, correct them. Show your paper to your teacher. For more practice use Exercise II, page 210.

3. Using Words Correctly

To read and do by yourself

Decide which form of the verb *teach* (teaches, teaching, taught) or of the verb *learn* (learns, learning, learned) should be used in each of the following blanks. Which pronouns should be left out because they are not needed as subjects?

Dear Uncle Fred,

I have __1__ my pup to answer to the name *Puggy*.

Puggy he hasn't __2__ to do tricks. I haven't __3__ him any yet, but I shall try to __4__ him some soon. Tell me how a person __5__ a dog to lie down. How can I __6__ him to bring back a stick? I suppose a dog __7__ those things quickly.

Haven't you been __8__ your dogs some new tricks? Mother and Dad they said you could __9__ a dog to do anything. Will you show me how to __10__ Puggy all the tricks your dogs have been __11__ to do? If you will, Sam and I we will spend all summer __12__ them to Puggy.

Copy the part of a letter given above. Use the right word for each blank. Leave out pronouns that are unnecessary subjects.

Check your paper as your teacher reads the letter aloud. Correct any mistake you may have made.

4. Using Capital Letters

To read to yourself

A few years ago a teacher collected all the writing that boys and girls of your age did in school during one year. After she had examined the papers and had found out what mistakes the pupils made in using capital letters, she wrote out the following six rules to help her class:

Begin with a capital letter:

1. The name of a school subject that is the name of a nationality, such as *English* or *French*, but not the names of other subjects, such as arithmetic, science, art, music, and spelling.
2. The name of an office such as president, doctor, secretary, captain, or policeman, only when it is used as a title with a person's name. For example, *President Hawkins, Doctor King*.
3. The first word and each important word in the title of a book, or a story, or a report.
4. Such a word as *north, south, east, west, northeast*, or *southwest* when it is used as all or part of the name of a region, but not when it is used as the name of a direction.

5. The first word and each important word in the name of a building, a hall, or a theater.
6. A word used as a name of God or of Jesus, the word Bible, meaning our sacred book of scriptures, and each word in such names as Old Testament, New Testament.

Talking together

Help your class decide why each word printed in italics in the following sentences is begun correctly:

1. My favorite subjects are *geography*, *science*, *English*, *art*, and *music*.
2. The boys at Whittier *School* think that *Captain* Crawford is the best *captain* in the whole army.
3. I like *spring* and *fall* better than *summer* and *winter*.
4. If you were at the *North* Pole, any direction you could point, except up or down, would be *south*.
5. My sister's favorite story is *Goldilocks and the Three Bears*.
6. My sister studied *French* and *algebra* in high *school* last winter.
7. George Washington was a *general* in the army and a *president* of this country. In 1869 *General* Grant became *President* Grant.
8. I like *reading* and *arithmetic*.
9. From here you must travel *southeast* to get to the *Southwest*, and *north* to get to the *Northwest*.
10. The *Bible* is made up of the *Old Testament* and the *New Testament*. It tells about the life of *Jesus*.

Testing yourself

Write sentences that answer the following questions:

1. In what region of our country does cotton grow best?
2. In what direction from school do you live?
3. What school subjects do you like?
4. What is the title of a book that you have read recently?
5. What office would you like best to hold in a club or in your class?
6. Which seasons do you like best?
7. What language do you speak best?

Find out whether you used capital letters correctly. If you need more practice, use Exercise III, page 211.

5. Using What You Have Learned

To read and think over

Think why each capital letter and punctuation mark is needed in the following letter:

3415 Maple Street
Dallas, Texas
April 20, 1941

Dear Mark,

The baseball team is getting along well this spring. We could do better. We had beaten the Ramblers, the

Rangers, and the Red Riders. Then last Saturday, April 17, the Stickers, the weakest team in town, beat us 18 to 14. In that game I played first base, short stop, third base, and right field. I think Dick Barton, the captain of our team, was trying to place me where I would help the other team the least!

How do you like the Northwest, Mark? Do you think you will like to live there in winter?

Dad, Mother, Sue, and I may drive to Oregon next summer with Mr. and Mrs. Fox, some good friends who live next door. Mr. Fox is foreman at the Carter Box Company, the factory in the north end of town.

Do you remember Oliver Temple, Bob's oldest brother? He has joined the United States Marines. He hopes to become a major. Won't it be queer to address him as Major Oliver Temple?

Do you like your new school, Mark, as well as you liked this one? I am getting along well this year in music and English. I don't do very well in science and art.

Your old friend,

Joe

Talking together

Help your class decide why each capital letter and punctuation mark in Joe's letter is needed.

Testing yourself

With your book closed, write the paragraphs in Joe's letter which your teacher reads aloud to the class. Use capital letters and punctuation marks where they are needed.

Check your paper with the letter given above. If you made any mistakes, correct them. Then show your letter to your teacher.

CHAPTER TWENTY-FOUR

Using Good Sentences in Letters

1. Learning to Use Adjectives

To read and think over

Words in sentences are something like players on a baseball team. Just as different players have different parts to play, such as catcher, pitcher, first baseman, short stop, and fielder, so the different words in a sentence take different parts. The different parts that words play in a sentence are called Parts of Speech.

You have already learned about the parts of speech called nouns, pronouns, and verbs.

1. A *noun* is a word used as a name.
2. A *pronoun* is a word that stands for a noun.
3. A *verb* is a word used to express action or a state of being.

A fourth part of speech is called an **adjective**. Do you know what an adjective is or what it does?

Which of the following sentences gives a better idea of Janet's puppy?

1. Janet has a puppy.
2. Janet has a small, brown and white collie puppy.

From the first sentence you cannot tell anything about the puppy's size or color or what kind of dog Janet has.

In the second sentence the words *small*, *brown*, *white*, and *collie* describe the puppy. Those words are used as adjectives. Each adjective makes clearer the meaning of the noun *puppy*. We say it *modifies* the meaning of the noun.

> **An adjective is a word that modifies or makes clearer the meaning of a noun or a pronoun.**

Notice the adjectives printed in italics in the following sentences:

1. The *large* dog is barking.
2. He is *strong*.

In the first sentence the adjective *large* modifies the noun *dog*. In the second sentence the adjective *strong* modifies the pronoun *he*.

Adjectives answer these questions:

1. What kind? (Example: My *red* ball is made of *hard* rubber.)
2. How many? (Example: *Three* robins are in the nest.)
3. Which one? (Example: *That* book is mine.)

The words *a*, *an*, and *the* are adjectives that have a special name. They are called **articles**.

Find adjectives in the following sentences. What word does each of them modify?

1. The baby has light-blue eyes and curly brown hair.
2. Our new car is blue and gray.
3. Tabby has four yellow kittens.
4. Jack has a cedar box with four long pencils in it.
5. Three boys made a funny snowman with a huge crooked nose.
6. The deer was small and gray with a short white tail. It was young.
7. Linda wore a red hair ribbon.

Talking together

What is an adjective? What parts of speech does it modify? In what way can using adjectives improve sentences?

Help your class decide which words in the seven preceding sentences are adjectives, and which noun or pronoun each of them modifies.

Take your turn in giving adjectives that may be used to describe each of the following:

1. A rose
2. A scotty dog

3. The weather today
4. A new car
5. A mountain trail
6. A basketball game

To do by yourself

What adjective would you use in the blanks in the following paragraphs to make the sentences clearer and more interesting?

Dear Bill,

We are having a good time in Wyoming. Yesterday we went to a picnic on a ___1___ ranch. For lunch we each had ___2___ pieces of ___3___ roast beef, ___4___ brown gravy, ___5___ potatoes, ___6___ salad, ___7___ ice cream, and ___8___ cake.

The cowboys wore ___9___ hats, ___10___ shirts, and ___11___ boots. They sang ___12___ ballads for us.

On the way home we camped for the night at a ___13___ place by a ___14___ spring with ___15___ trees surrounding it. For ___16___ hours we crouched on a ___17___ rock to watch beavers working with their ___18___ teeth and ___19___ tails.

Copy the paragraphs. Choose the best adjective you can think of for each blank.

Working together

If you are asked to do so, read aloud what you wrote. Help your class decide upon one or more adjectives suitable for each blank.

2. Learning to Use Adverbs

To read and think over

There is another part of speech that is useful in saying clearly what you mean. It is called an **adverb.**

Which of the following sentences tells more clearly what happened?

1. Tom spoke as the dog approached.
2. Tom spoke kindly as the dog approached angrily.

In the first sentence there is no word that tells how Tom spoke or how the dog approached. From that sentence you cannot tell how either one felt.

In the second sentence the word *kindly* describes how Tom spoke; and *angrily*, how the dog acted. Those words are adverbs. *Kindly* modifies the meaning of the verb *spoke. Angrily* modifies the meaning of the verb *approached.*

Notice the adverb in italics in each of the following sentences:

1. I went *quickly* to the window.
2. I saw a *very* old man.
3. Rex should not have barked *so* fiercely.

In the first sentence the adverb *quickly* modifies the verb *went.* In the second sentence the adverb *very* modifies the adjective *old.* In the third sentence the adverb *so* modifies the adverb *fiercely.*

An adverb is a word that modifies or makes clearer the meaning of a verb, an adjective, or another adverb.

Adverbs often answer the following questions:

1. How? (Example: I ran *hastily* to the door.)
2. When? (Example: Let's go to the park *early*.)
3. Where? (Example: Mary is going to stay *there*.)
4. How much? (Example: This ice cream is *too* sweet.)

Find adverbs in the following sentences. Which verb, adjective, or adverb does each of them modify?

1. The bird flew swiftly to its nest.
2. Bob walked too rapidly for me.
3. Our team won yesterday.
4. Please write to me soon.
5. Your knife is there.
6. Jack threw the paper away.
7. She rides a horse well.
8. It is cold today.
9. The message came too late.
10. He sat far back in his chair.

Talking together

What is an adverb? What parts of speech can it modify? In what way can using adverbs improve sentences?

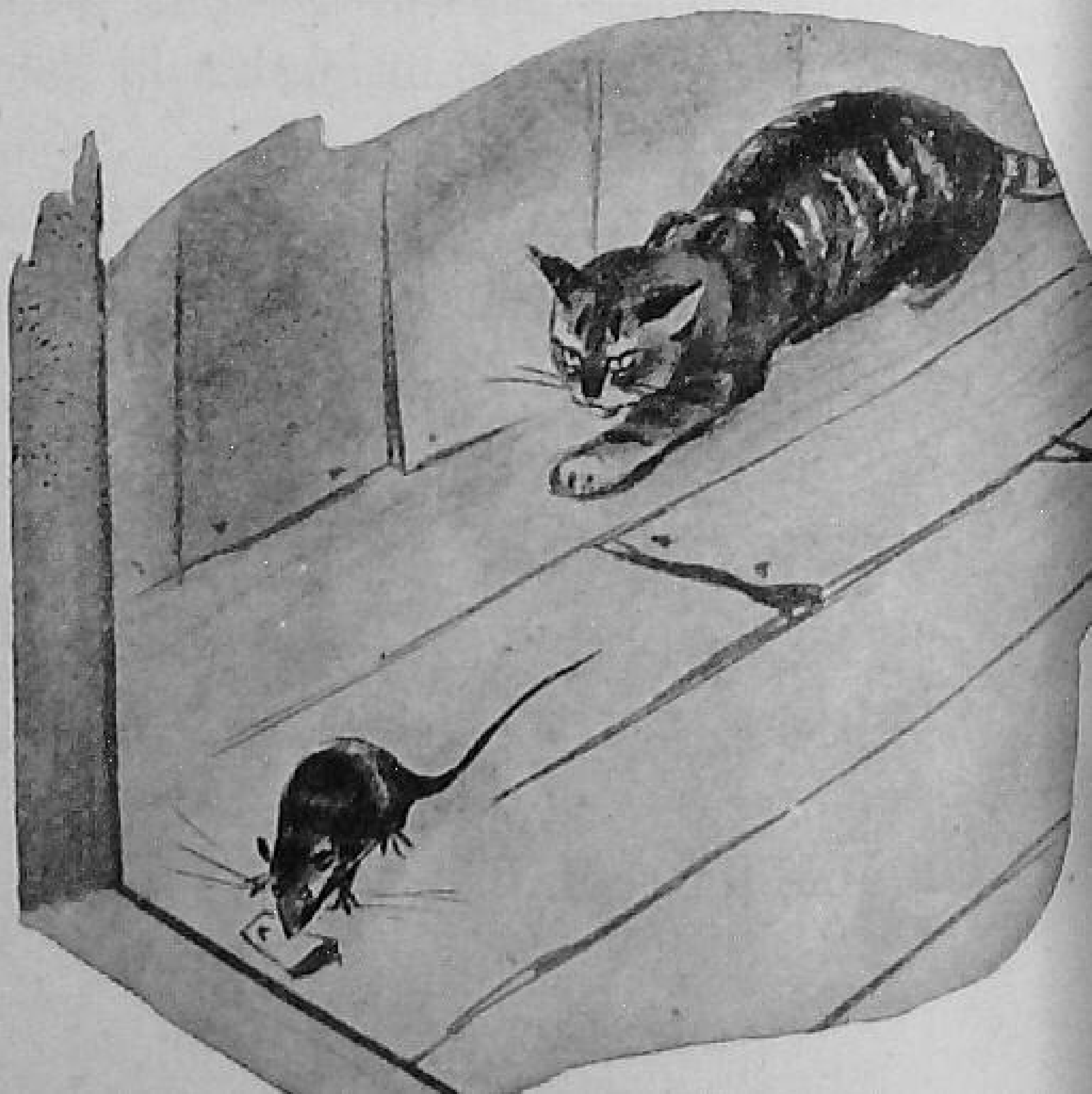
Help your class decide which words in the ten preceding sentences are adverbs, and also which verb, adverb, or adjective each of them modifies.

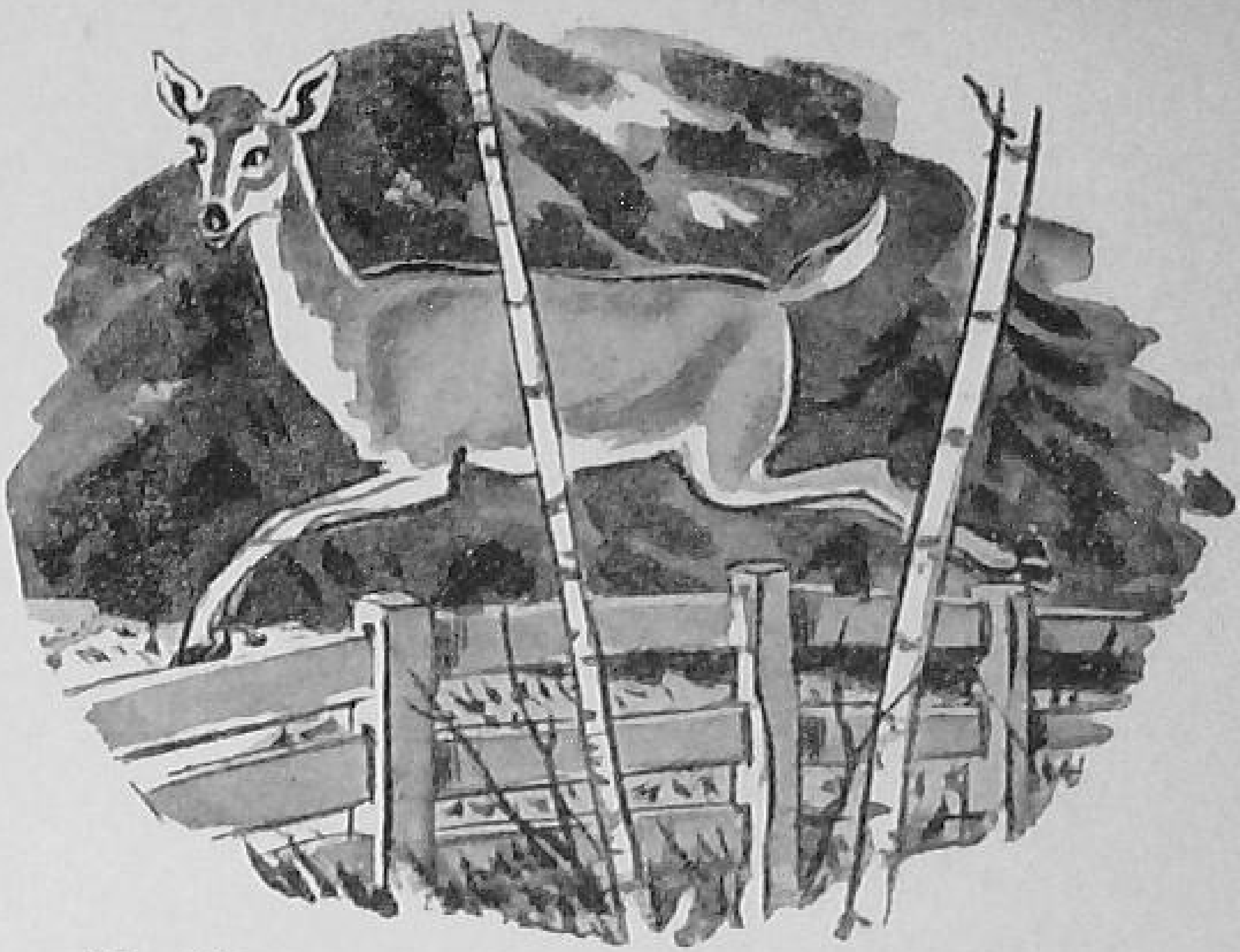
Take your turn adding one or more suitable adverbs to one of the following sentences as you read it aloud:

1. The wind blew.
2. A bear walks.
3. The rain is falling.
4. Birds can sing.
5. Helen skates.
6. A swan can swim.
7. The fire burned.
8. Sam plays ball.
9. Betty reads.
10. The waves rolled.

To do by yourself

What adverbs would you use in the following ten sentences? Choose those that make the sentences clearer and more interesting.





1. The cat crept ___ toward the unsuspecting rat.

2. An old bear scrambled ___ through the brush.

3. A deer ran ___ through the woods and jumped ___ over the high fence.

4. Jane skated ___ over the pond, whirling ___ as she cut figures.

5. We had never seen horses hold their heads ___ high.

6. The horse pranced ___ proudly.

7. The dog looked ___ at the meat while his master watched him ___.

8. A large airplane flew ___ over us and landed ___ on the field.

9. Tom had given away his bicycle because it was ___ old.

10. He looked ___ at his new bicycle and smiled ___.

Copy the ten sentences. Put in the adverbs that you chose.

Now write four sentences of your own. In each sentence use one or more adverbs. Correct your sentences.

1. Is each group of words that looks like a sentence really a sentence? Did you keep your sentences apart?

2. Did you use capital letters and punctuation marks where they are needed?

Show your paper to your teacher. Correct any mistakes you made.

3. Other Adjectives and Adverbs of Like Meaning

To read and think over

For each adjective and each adverb printed in italics in the following letter, choose another word (or words) from the list that has the same number. Keep the meaning of the letter about the same. Use the context, the picture, and the dictionary as necessary.

Dear Martha,

Yesterday as I was leaving the house, I saw a picture of a girl named Martha. (1) *Usually* she is very (2) *charming.* What do you suppose was the matter when this picture was snapped? (3) *Evidently* she didn't like her breakfast. A girl who looks so (4) *sour* can't be enjoying even the (5) *most palatable* food.

Martha's (6) *watchful* mother has (7) *often* explained to her how (8) *nutritious* cereals are. I'm sure that Martha wants to be a (9) *strong* young woman. If she isn't healthy, she will (10) *likely* not be popular.

What do you think about it?

With love,

Dad

1. never — sometimes — always — ordinarily — mostly
2. queer — stylish — attractive — funny — repulsive
3. surely — obviously — strangely — oddly — familiarly
4. displeased — frightened — contented — awful — stern
5. costliest — cheapest — most savory — richest — dearest
6. helpful — brave — fearful — attentive — useful
7. commonly — frequently — rarely — kindly — generously
8. delicious — discouraging — refreshing — nourishing — comforting
9. robust — firm — calm — solid — violent
10. hardly — probably — certainly — readily — naturally

Copying the letter

As you copy the letter put in the words you chose.

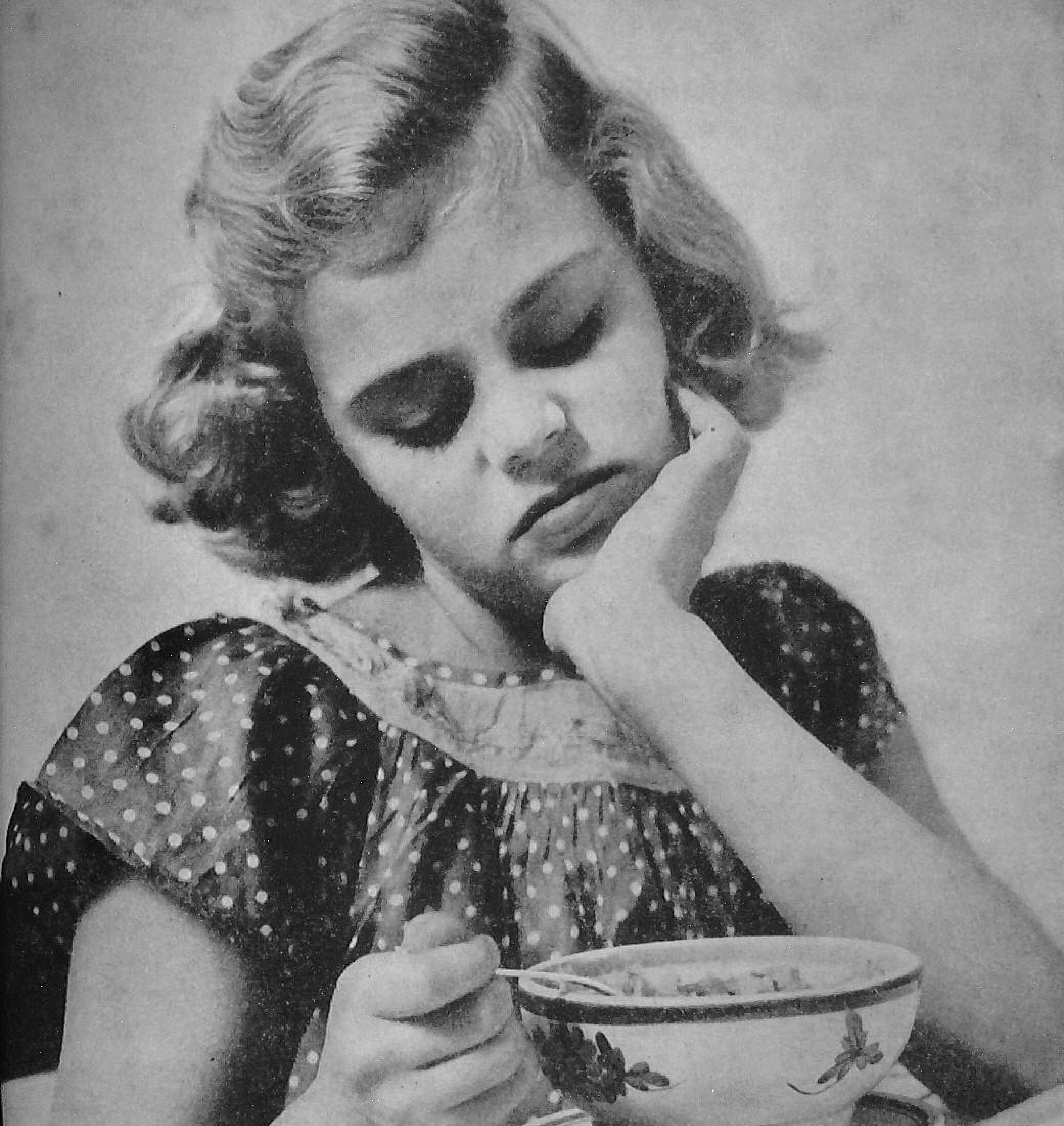
Talking together

If you are asked to do so, read aloud your copy of the letter. Find out whether you chose the same words that were chosen by others. If you disagree about any word, help decide who is right.

To do by yourself

In each numbered group find a pair of words which have opposite or nearly opposite meanings. Write the words.

Get someone to check your paper while you check his.



Armstrong Roberts

WHAT'S THE MATTER?

To read and think over

How would you describe Martha's appearance? How does she seem to feel toward the food that sits before her? Have you ever felt as little interested in food as Martha seems to feel? What made you feel that way?

4. Combining Sentences

To read and think over

In each of the following numbered groups of sentences, notice how the word printed in italics is used in combining the ideas expressed in the first two sentences of the group:

1. Bill likes to play baseball. Sam likes to play it.

Bill *and* Sam like to play baseball.

2. Ann plays the violin. She also plays the piano.

Ann plays the violin *and* the piano.

3. Jack hit the ball hard. He did not hit it very far.

Jack hit the ball hard *but* did not hit it very far.

In group 1 the word *and* connects the two parts of the compound subject.

In group 2 the word *and* connects two words in the predicate.

In group 3 the word *but* connects the two parts of a compound predicate.

> **A word used to connect words or groups of words is called a conjunction.**

Some of the words often used as conjunctions are: *and*, *but*, *for*, *or*, *nor*, *as*, *while*, *if*, *until*, *when*, *because*, and *after*.

Often you should use a conjunction to connect two sentences which express ideas that are closely related. For example, *The storm has passed over*, and *the sun is shining again.*

Each sentence tells something about the weather at a certain time. The ideas are closely related. They belong together.

In each of the following exercises notice how the conjunction printed in italics is used to combine two ideas that should be combined.

1. Dad may go to Chicago today, *or* he may wait until Monday.
2. The car passed us *as* we crossed the bridge.
3. I'll read this book *while* I wait for you.
4. I worked on that problem *until* I solved it.
5. We called off the picnic *because* Miss Parker couldn't go.
6. I met Mary on the corner *after* I left the library.
7. We should be good sports *when* we lose a game.
8. Let's have the picnic tomorrow *if* it doesn't rain.
9. Jack made a sailboat, *but* it wouldn't sail.

Many boys and girls make the mistake of using the conjunction *and* to connect sentences which express ideas that are not closely related and do not

belong together. The following are examples of such mistakes:

1. Tom saw Dick this morning, *and* it was raining hard.
2. Dad went to New York today, *and* we had a fire drill at school.
3. Sue and I bought new raincoats today, *and* Mary invited me to have supper at her house.

In the first example above, the first sentence tells about Tom's seeing Dick. The second sentence tells about the weather. Those two ideas are not closely related. The sentences should not be connected by the conjunction *and*. They should be kept apart by writing each of them in the form of a separate sentence.

Likewise the two sentences in each of the other examples are not closely related to each other. They should be written as separate sentences.

> **1. Use the conjunction *and* to connect two sentences which express ideas that are closely related, but do not use it to run together sentences which should be kept apart.**
>
> **2. Usually you should place a comma before the conjunction *and, but,* or *or* when you use it to connect two sentences. The comma is sometimes omitted between short sentences.**

Talking together

1. What is a conjunction? In what way can using conjunctions help to improve your sentences?
2. When is it correct to use the conjunction *and* to combine two ideas into one sentence? When should you not do that?

How can a conjunction be used to combine the ideas in each of the following groups of sentences?

1. Sue invited Karen to her party. She also asked Janet to come.
2. Sam wants me to play ball, Dad. He wants Tom to play too.
3. Bill ran fast. He didn't run fast enough to catch Jack.

What conjunction may be used in each of the following blanks?

1. I'll be the catcher, ___ I'd rather be the pitcher.
2. Let's wait here ___ the rain has stopped.
3. We can mend the tire ___ we wait for Dad.
4. You may go to the moving pictures ___ you have eaten your dinner.
5. I saw Fred ___ I went downtown.
6. Bill is a good ball player ___ he practices every day.
7. My dog will speak ___ you hold food in front of him.

Help your class decide whether the two sentences in each of the groups

below should be connected by using the conjunction *and.*

1. I may go to the motion pictures tonight. I have a chance to earn money during the summer.
2. Dad spaded the garden yesterday. I planted radishes and onions in it.
3. Fire broke out in the hotel last night. Many of the guests were frightened.
4. Bob and I played on Tatman's vacant lot today. Miss Parker watched us play baseball last week.
5. The walls of our clubhouse are made of wood. The foundation is made of bricks.

To do by yourself

Think what conjunction you could use to connect the two sentences in each of the following groups:

1. I did not stay at Sam's house. He was helping wash windows.
2. Elephants are clumsy animals. They are interesting to watch.
3. I'll sit on your front porch. You finish getting dressed.
4. I can't go with you, Betty. Sally can.
5. School was out. I came home.

On a sheet of paper write the five sentences that you composed.

Now decide whether it is correct to connect the two sentences in each group below by using the conjunction *and.*

1. Dick was marble champion in our school last year. The tournament this year begins the first of May.
2. In last night's storm some of the trees were broken. Many flowers were ruined.
3. At the big store I bought a book. Linda bought a hair ribbon.
4. We saw a wreck on our way home. We walked part way with Sue.

On your paper write the four groups of sentences above. Use *and* to connect those sentences which you think it is all right to connect in that way. Copy as separate sentences those which should not be connected by *and.*

Check your paper as your teacher reads the sentences aloud. Find out why any mistake that you may have made is a mistake. Then correct your paper.

5. Using What You Have Learned

To read and think over

As you read the letter on page 209 think of answers to the following questions:

1. In which blanks in the first paragraph should adjectives be used? In which should adverbs be used?
2. How can you combine in three

sentences the ideas given in the second paragraph?

3. In the third paragraph what conjunctions would you use to connect sentences which you think should be connected?

4. In the fourth paragraph where can the conjunction *and* be used correctly to connect two sentences?

Dear Aunt Margaret,

Thank you for the ___ present you sent me. When the box came, I opened it ___ so that I wouldn't break anything. I was ___ surprised to find a dress! Dad and Mother think I look ___ in it. The collar and the ___ belt are just as ___ as they can be.

Jack and I went to the movie last evening. Dad went along. On the way home we stopped at a garage. We looked at the new cars. I hope Dad gets one of them.

Mother didn't go to the show with us. She had to attend a meeting at Mrs. Brown's house. We arrived home at nine o'clock. Mother wasn't there yet. Dad and I stayed up. She came in at half-past nine through the back door.

I wish you could have seen her! The front of her dress was covered with soot. There were black spots on her nose and cheeks. She looked as though she had been in a street fight. She explained that she had helped Mrs. Brown take down an old stove. Dad told her that she should get a job at one of the hardware stores.

With love,

Jean

Improving the letter

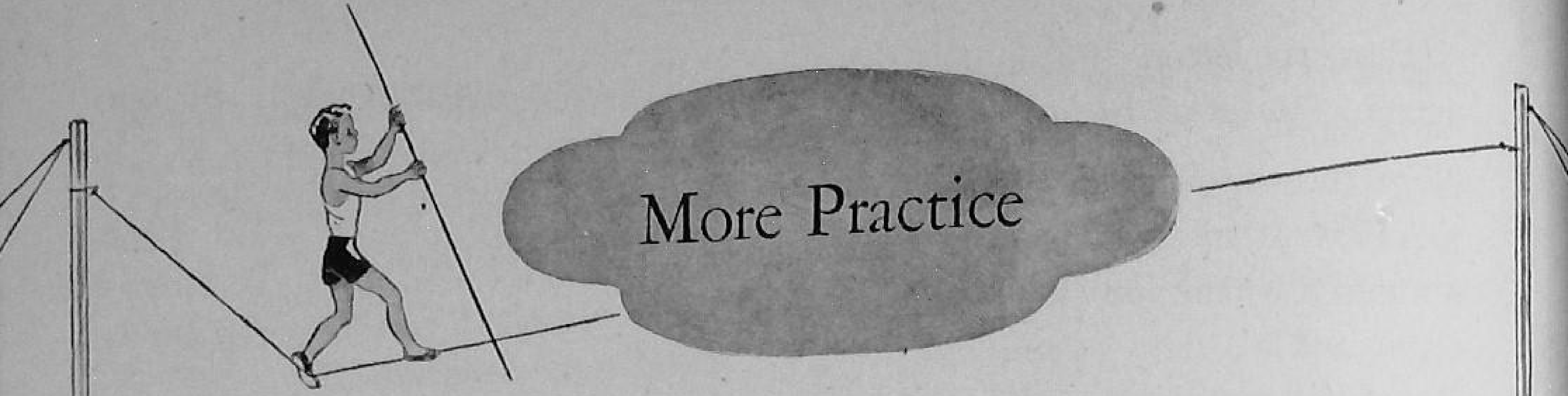
Write Jean's letter on a clean sheet of paper. Use your address and the present date as the heading. Use adjectives and adverbs for the blank spaces in the first paragraph. In the second paragraph combine in three sentences all the ideas that Jean gives in her five sentences. In the last two paragraphs use conjunctions to connect sentences that you think should be connected. Use capital letters and punctuation marks where they are needed.

Working together

If you are asked to do so, read your letter aloud. Then help your class decide upon correct answers for the four questions given at the first of this lesson.

To do by yourself

Correct any mistakes that you made in your letter. Then give your paper to your teacher.



More Practice

I

Using the comma of address and the comma in a series correctly

Decide where commas are needed:

Dear Eleanor,

Thank you for the camera that you Aunt Martha and Uncle Ben gave me for my birthday. There isn't anything Eleanor that I would rather have had.

Have you ever tried to take a picture of a white-tailed deer a ground hog a chipmunk an elk or a cottontail rabbit? It's not an easy job Eleanor, but I finally snapped them all. The picture that I prize most is one of mountain sheep. Dad Mother Bob and I drove by Sheep Lake just as a forest ranger was putting a salt block there for the animals. I snapped their pictures just as the big ram lifted his head. It's a beauty Eleanor!

Your cousin,
Margaret

Copy the letter. Add commas where they should be added.

Check your paper. Did you add four commas of address? Did you use nine commas to separate words and groups of words in a series?

II

Using commas to set off appositives

Find the *appositives* in this letter. Where should commas be added?

Dear Dick,

It is only eight o'clock, and here I am at Goats' Crag our mountain cabin. A thousand miles since noon! How is that for speed?

My ride in the Silver Bullet was most interesting. Mr. Mason the owner of the plane let me ride in the front seat. Once we almost hit a flock of birds. "They sometimes fly into the propeller," said Mr. Matthews the pilot of the plane. He then told me about his friend Donald Reeves who narrowly escaped a bad accident when his plane flew into a flock of wild geese.

Thank you, Dick, for the good times I had at your country home Elmwood.

Tommy my white English bulldog is barking furiously. I'm sure that he is telling me to send greetings to Chang your Pekingese. Weren't they a comical pair?

Your pal,
Joe Torrington

Copy the letter. Put in the needed commas to set off the appositives correctly.

Check your paper. You should have added eight commas.

III

Using capital letters correctly

Decide which letter in parentheses is correct to use in beginning each word that follows. Then copy the letter correctly.

Dear (G or g)randmother,

You asked me about my (S, s)chool work. I like my (T, t)eacher, Miss Parker, and my classes in (E, e)nglish and (S, s)cience.

Our (B, b)ird (S, s)tudy (C, c)lub keeps a list of the different birds that we see around the (B, b)enjamin (F, f)ranklin (E, e)lementary (S, s)chool. We have separate lists for (F, f)all, (W, w)inter, and (S, s)pring. We call the lists (O, o)ur (F, f)eathered (N, n)eighbors.

The (S, s)uperintendent of our (S, s)unday (S, s)chool gave a (B, b)ible to each pupil who had a perfect attendance record for the year. I got a copy of the (N, n)ew (T, t)estament. It has a picture of (J, j)esus blessing the children.

When will you and (G, g)randfather return from the (S, s)outh? I have been as far (N, n)orth as (D, d)etroit, as far (E, e)ast as (N, n)ew (Y, y)ork, and as far (W, w)est as the (P, p)acific (O, o)cean, but I have never been farther (S, s)outh than the (O, o)hio (R, r)iver. Wouldn't you and (G, g)randfather like to have an (E, e)rrand (B, b)oy next (W, w)inter in (S, s)t. (P, p)etersburg? I'm a (C, c)andidate for the job.

Your loving (G, g)randson,

Tom

Check your letter to be sure that you used capital letters everywhere that you should have used them. Ask your teacher or a classmate to check your paper.

CHAPTER TWENTY-FIVE

Telling Important Things Clearly

1. Learning about Descriptions

To read and think over

"I saw a bird this morning that I had never seen before," said Joe. "I wonder what its name is."

"Tell us what it looks like, Joe," suggested Bill. "Maybe someone in the class knows its name."

"It is a pretty bird," said Joe. "Its body is light-colored. It has a black spot at one place on its head and white places on its wings. It has a cheery song."

From Joe's description the boys and girls could not tell what bird he had seen.

"Your description doesn't help us much," said Bill. "Many birds are pretty and have cheery songs. In what way is your bird different from most other birds?"

"You said that the body of the bird is light-colored," Jean added. "Do you mean white, cream, tan, or blue?"

"On what part of the bird's head is the black spot?" asked Lucy.

"I'll try again," said Joe good-naturedly. "The bird I saw had a bright yellow body. There was a black spot on top of its head. Its bill was short and shaped like a cone. It had black wings with white spots and streaks. The tail was black."

"A goldfinch!" exclaimed Betty. "We have many of them in our yard."

In a book on birds or in a good dictionary find, if you can, a picture of a goldfinch. Use it to help you decide whether Joe's second description of that bird is better than his

first one, and if so, why it is better.

When you describe something, use the following rules:

> **1, Tell ways in which the object you describe is different from other things that might be mistaken for it.**
>
> **2. Try to use words that tell exactly what you mean.**

Choose some bird which everyone in the class knows well or of which you can show a good picture. Think what you would say in describing it.

Talking together

1. In describing an object, why should you follow each of the two rules?
2. In each of his descriptions where did Joe follow or not follow each of the rules?
3. Which of Joe's descriptions was the better? Why?

If you are asked to do so, give a description of the bird you chose to describe. Then find out whether the class can tell you how to make your description better.

To read and do by yourself

On this page are two pictures. One is a picture of a purse that Betty lost. The other is a picture of a sweater that belonged to Tom. In what ways is the purse different from other purses you have seen? How is the sweater different from other sweaters you have seen?

What would you say to describe the purse? To describe the sweater?

On a sheet of paper, write a description of the purse or a description of the sweater. Follow the two rules you have learned in this lesson.

Working together

If you are asked to do so, read your description aloud. Then help your class decide what should be told in a good description of the purse and in a good description of the sweater.

2. Describing Yourself

To read and do by yourself

Write a description of yourself as you look now. Be sure to tell some ways in which your appearance is different from that of the others in your class. Try to say exactly what you mean. *Do not* write your name.

Use the following questions to help you correct your paper:

1. Where did you use capital letters and punctuation marks?
2. Is each group of words that you wrote in the form of a sentence really a sentence?
3. Did you keep apart the sentences that are not closely related in meaning?

Working together

Someone chosen by the class should collect the papers and give to each boy and girl a paper written by someone else.

If you are asked to do so, read aloud the description that was given to you. Find out whether the class can guess who wrote it.

If someone thinks that your description should be improved, ask him how to do it. Then improve it before you give it to your teacher.

3. Learning about Directions

To read and think over

Among the Cub Scouts Dick is a champion at frying bacon without using a pan, skillet, or griddle. These are the directions he follows:

Make a bed of hot coals between two rocks that are placed a foot apart. Put a flat piece of sheet iron or tin over the coals so that the ends of it rest on the rocks. Before the iron or tin gets hot, place strips of bacon on it close together. Let the bacon begin to fry slowly. Turn each strip frequently as it fries. If the iron gets so hot that the grease on it begins to smoke, rake away some of the coals. When a strip of bacon has been fried as much as you wish, take it off the iron and place it on a paper towel or napkin so that the extra grease will be absorbed.

When Sam tried to give the directions Dick used, this is what he said:

Make a bed of hot coals between two rocks that are placed a foot apart. Let the bacon begin to fry slowly. Turn it frequently as it fries. If the iron gets so hot that the grease on it begins to smoke, rake away some of the coals.

Are Sam's directions as complete as Dick's? How can Sam's directions be improved?

When Miss Parker asked Jim to give Dick's directions for frying bacon, Jim said the following:

Make a bed of hot coals by *some* rocks that are placed *some distance* apart. Place a flat sheet of iron or *other stuff* over the coals so that parts of it rest on the rocks. Let the bacon begin to fry slowly. Place strips of bacon close together on the iron before it gets hot. If the iron gets so hot that the grease on it begins to smoke, rake away some of the coals. When a strip of bacon has been fried as much as you wish, take it off the iron and place it on a paper towel or napkin so that the extra grease will be absorbed. Turn each strip of bacon frequently as it fries.

Are Jim's directions as clear as Dick's? Why, or why not? Did Jim give each direction exactly? Did he give each step in the order in which it must be done?

In giving directions for making or doing something, use the following rules:

> 1. Tell all the important things that need to be done.
> 2. Tell things in the order in which they should be done.
> 3. Use words that tell exactly what you mean. For example, if you mean *between*, say *between* instead of *by* or any other word. If you mean *two*, say *two*. If you mean *ends*, say *ends* instead of *parts* or any other word.

In giving directions for finding certain places, use the three rules just given and also the following rule:

> 4. Name something that is easily seen near the place to be reached.

Talking together

With the help of your class decide which of the first three rules for giving directions Sam did not follow. Which did Jim fail to follow?

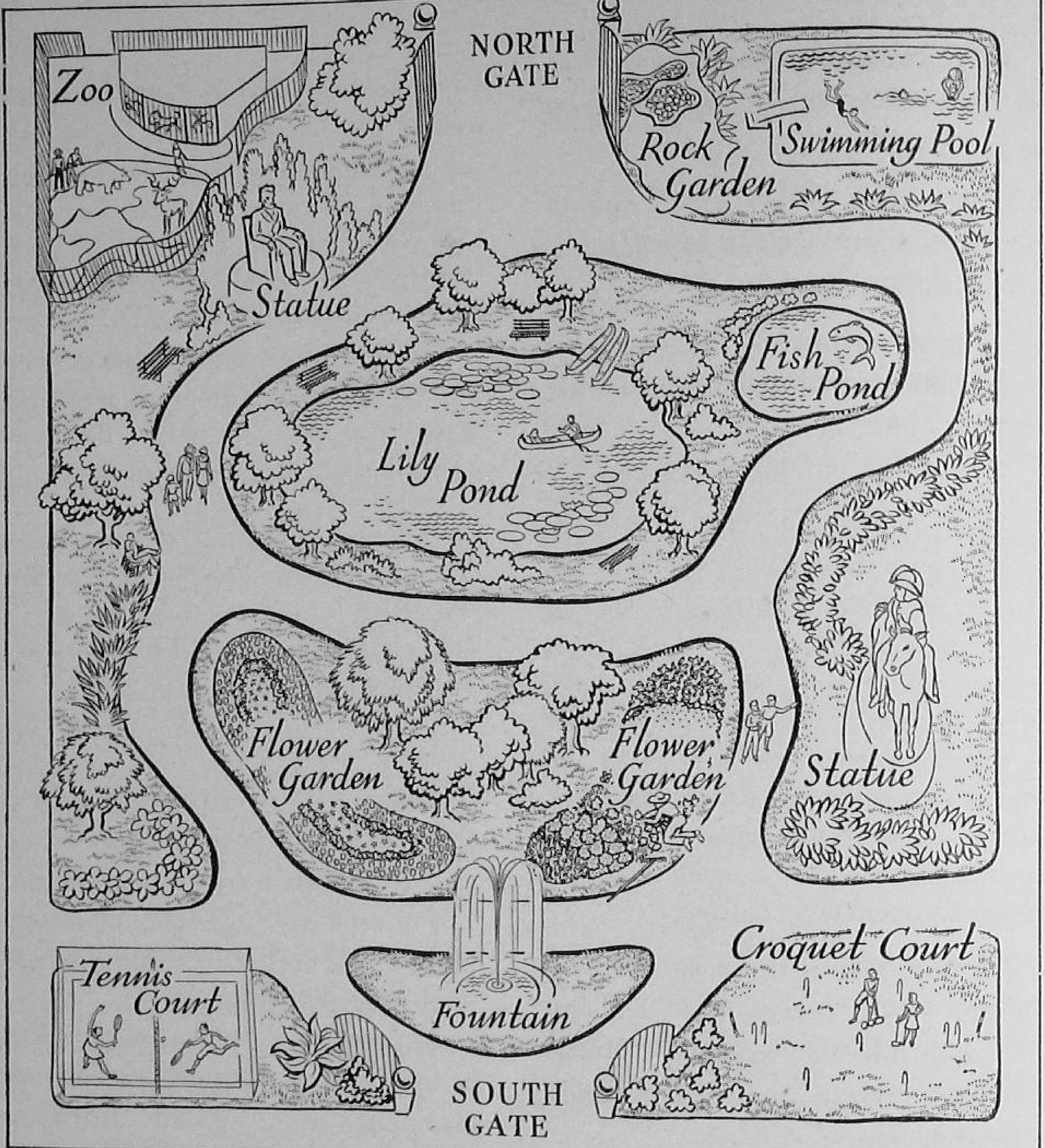
To read and do by yourself

On page 216 is a map of a park in the town where Jerry lives.

1. At the south gate a boy asked Jerry to tell him the shortest way to the swimming pool. What directions should Jerry give?

2. Jerry is asked to tell how to go from the rock garden to the tennis courts. What directions will give the shortest way?

As you write your directions, follow the four rules you have learned in this lesson. Use capital letters and punctuation marks where they are needed.



Do not use the word *and* to connect sentences that should be kept apart.

Working together

If you are asked to do so, read your directions aloud. Then help your class decide what directions Jerry should give.

4. Making Descriptions or Directions

To read and think over

Think first of something you can describe well. Then think of something for which you can give directions. The list on the next page may help you:

FOR DESCRIPTIONS

1. Something you have lost or found
2. Someone in your class
3. Your clubhouse
4. A hat, a dress, a pet, or a toy

FOR DIRECTIONS

5. A game to play
6. Something you have made of wood, leather, cloth, or metal
7. Something you have cooked
8. How to go from your school to the public library, the post office, or the nearest doctor's office

Now choose one thing for which you will write a description and one for which you will write directions.

To do by yourself

Think what you will say in your description. Then write it. Think what you will say in your directions. Then write them. Use the rules you have learned.

Use the following questions to help you correct your paper:

1. Did you use capital letters and punctuation marks correctly?
2. Is each group of words that looks like a sentence really a sentence? Did you keep your sentences apart correctly?

Save your paper for another lesson.

5. Using What You Have Learned

Working together

When your turn comes, give the description or the directions that you wrot in the last lesson. Then, if you wish, find out from the class what should be done to improve what you wrote.

Listen carefully while the other boys and girls give their descriptions and directions. Decide whether anyone can improve what he wrote. If you think he can, make suggestions that will help him to do it.

Talking together

1. Which rules does the class need to follow more closely in making descriptions? Which for giving directions?
2. For what reasons might you need to make a description? When may you need to give directions?
3. What does the class most need to do to make better descriptions? To give better directions?

CHAPTER TWENTY-SIX

Using Words Correctly

1. Learning to Use *This*, *That*, *These*, and *Those*

To read and think over

Each of the words *this, that, these,*

and *those* is often used as an adjective to answer the question *Which?*

The words *this, that, these,* and *those* are sometimes called pointing words. Notice that, in such expressions as the following, they are used to point out which of several things is meant.

1. *This* baseball is mine.
2. Is *that* bat yours?
3. *These* pencils are new.
4. Did you buy *those* books?

It is incorrect to use the word *here* with the word *this* or *these,* and the word *there* with *that* or *those.*

The words *here* and *there* are pointing words. So are the words *this, that, these,* and *those.* It is unnecessary to use two words to point out the same thing at one time.

Right: This baseball is new.
Wrong: This here baseball is new.

Right: That bat is broken.
Wrong: That there bat is broken.

Right: Are these pencils yours?
Wrong: Are these here pencils yours?

Right: Whose books are those?
Wrong: Whose books are those there?

The word *them* is sometimes used incorrectly for *these* or *those.*

Right: I want these skates.
Right: I want those skates.
Wrong: I want them skates.

The word *them* is not an adjective or a pointing word. It is a pronoun. It is used correctly only in *place* of a noun, not *with* a noun.

Many boys and girls say *These kind* or *Those kind* when they should say *This kind* or *That kind.*

Each of the words *this* and *that* is used to tell or ask about one thing. Each word is singular. Each of the words *these* and *those* is used to tell or ask about more than one thing. Each word is plural. The word *kind* is singular; the plural form is *kinds.* It is as incorrect to say *these kind* or *those kind* as it is to say *these boy* or *those girl.*

Right: I like *this* (or *that*) kind of stories.
Wrong: I like *these* (or *those*) kind of stories.

Talking together

From the following sentences which words should be omitted? Why?

1. This here pencil is mine.
2. That there book belongs to Bill.
3. Those there nails are rusty.
4. These here boards are too small.

Which of these words — *this, that, these, those,* or *them* — may be used correctly in the following sentences?

5. Let's put . . . chairs in a circle. I'll help you carry . . . .
6. Are . . . gloves yours?
7. Tom doesn't like . . . kind of apples.
8. Where did you get . . . tickets? Dad gave . . . to me this morning.
9. Do you like . . . kind of shows?
10. Please hand me . . . nails.

Take your turn reading aloud some of the preceding sentences.

Testing yourself

Think which word — *this*, *that*, *these*, *those*, or *them* — is correct to use in each blank in the following conversation, and which extra pointing words should be left out:

"I'll take one of . . . there watermelons, three pounds of . . . peaches, and a dozen of . . . here large oranges," said Joe who was shopping for his mother.

"There isn't as much juice in . . . kind of oranges as there is in . . . here smaller kind," warned the grocer.

"I'll take two dozen of . . . small ones then," said Joe. "I want one of . . . big jars of strawberry jam on . . . there top shelf, a pound of . . . new kind of chocolates, and a box of . . . good nut cookies."

"Doesn't your mother want any of . . . vegetables?" asked the grocer.

"Yes, she does," replied Joe. "She wants a bunch of . . . small carrots, one of . . . here heads of lettuce, and two pounds of . . . ripe tomatoes."

As you copy the conversation, fill each blank with a correct word. Leave out unnecessary words. Use capital letters, punctuation marks, and quotation marks correctly.

Check your paper as your teacher reads the conversation aloud. If you made any mistakes, correct them. Then give your paper to your teacher.

For more practice use Exercise I, page 238.

2. Learning to Use Prepositions

To read and think over

You have already learned something about these six parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and conjunctions. If you need to review one of them, use the index of this book to find where that part of speech is taught.

Do you know what part of speech each word in italics is in the following sentences?

1. The books *on* the table are mine.
2. The dog lay *under* the table.

Each word in italics in the preceding sentences is a preposition.

> A preposition is a word used to show some relation or connection between two other words or ideas.

In the sentence *The books on the table are mine*, the preposition *on* shows one relation between the noun *books* and the noun *table*. In the sentence *The dog lay under the table*, the preposition *under* shows one relation between the verb *lay* and the noun *table*.

Some of the words that are most commonly used as prepositions are: *in, on, into, to, toward, for, from, about, among, against, between, of, with, without, before, behind, over, under, above,* and *beside*.

In using prepositions try to follow the rules:

1. Use *between* in speaking of two persons or things. Use *among* in speaking of more than two.

Right: Bill sat between Tom and me. Mother divided the cake among us four boys.

Wrong: Mother divided the cake between us four boys.

2. Do not use *by* when you mean *at*.

Right: I visited at Aunt Mary's.

Wrong: I visited by Aunt Mary's.

3. Use *in* when you mean *inside* or *within*. Use *into* to show action in moving from the *outside* to the *inside*.

Right: Bob jumped into the lake. Bob is in the lake.

Do not say *Bob jumped in the lake*, unless you mean that he was in the lake when he jumped.

4. Use *to* in speaking of going toward a person, place, or thing. Use *at* in speaking of being already at a place.

Right: Sam is back at school.

Wrong: Sam is back to school.

5. Use the preposition *from* instead of the conjunction *than* after the word *different*.

Right: Your skates are different from mine.

Wrong: Your skates are different than mine.

6. Do not use the preposition *of* or *from* with the adverb *off*.

Right: I jumped off the porch.

Wrong: I jumped off of the porch. I jumped from off the porch.

Talking together

Which words in the following sentences are prepositions? Between what two words does each preposition show a relation?

1. The flowers on the table were in vases.
2. The ball rolled under the steps.
3. Betty hid behind the tree.
4. The pony in the barn is Jack's.
5. We drove through a tunnel.
6. We ate lunch by the river.
7. Linda is back at school now.
8. Sam ran through the park to the grocery store.
9. Sue went with Janet for the mail.
10. The boys crept into the cave.

Help your class decide which of these words — *among, at, between, in, into, from, off* — may be used correctly in each blank in the following sentences. Then take your turn reading some of the sentences aloud.

1. The car ran . . . the tree.
2. The farmer divided the apples . . . Jack and me.
3. Alligators are different . . . crocodiles.
4. Divide the cookies . . . you six girls.
5. We stopped . . . your house but no one was . . . home.
6. I was visiting . . . Uncle Frank's house.
7. Tom didn't dive. He fell . . . the diving board.
8. Sam drove his ducks . . . the pen.
9. Will you be . . . home tonight?
10. Bill was sitting . . . the kitchen as the bullet crashed . . . the mirror.

Testing yourself

Decide which word or group of words in parentheses after each blank in the following sentences should be used in that blank.

1. Jim dived ___1___ (from, off, from off of) a limb that hung over the pool.
2. He went straight ___2___ (in, into) the water.
3. Ted dived ___3___ (from, from off, off of) the bank.
4. Jim's dive was very different ___4___ (from, than) Ted's. He went much deeper ___5___ (in, into) the water.
5. Ted landed on his back ___6___ (between, among) the rocks.
6. I thought he might be hurt, but he looks no different ___7___ (than, from) the way he looked before. He'll be ___8___ (to, at) school tomorrow.

Number a paper from 1 through 8. After each number write the word which should be used in the blank that has the same number.

Check your paper as your teacher reads the correct words aloud. Take your turn in reading aloud one or more of the sentences, putting in the correct words.

If you need more practice, use Exercise II on page 238.

3. Using Adjectives and Adverbs

To read and think over

You know that an adjective modifies a noun or a pronoun, and that it often answers the question *What kind?*

You also know that an adverb modifies a verb, an adjective, or another adverb, and that it often answers the question *How?*

Some persons use an adjective when they should use an adverb. For example, they say *Linda sings good* when they should say *Linda sings well.*

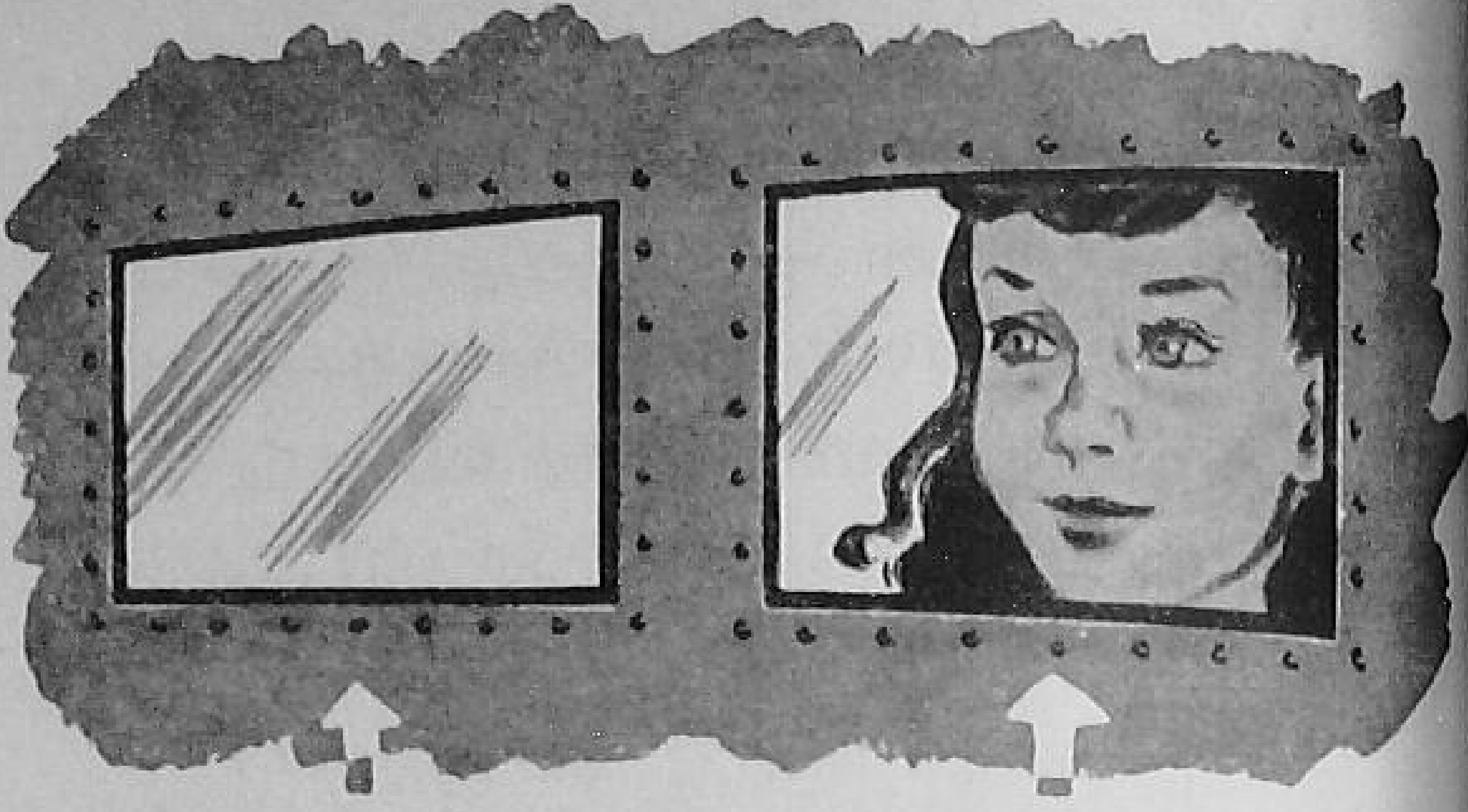
They say *He closed the door careful* when they should say *He closed the door carefully.*

In the following numbered groups of sentences, ten adjectives and ten adverbs are used correctly. Which of the words tell *what kind*? Which tell *how*?

1. Mary is a *good* skater. She skates *well.*
2. Jack is a *careful* worker. He builds things *carefully.*
3. Towser learns *quickly.* He is a *quick* learner.
4. Ellen is a *quiet* girl. She speaks *quietly* too.
5. I have a *sure* answer to the question. Tom *surely* told Miss Parker everything about his trip.
6. Mary plays *beautifully.* She has a *beautiful* new violin.
7. Let me have that *clear* piece of glass. I can see through it *clearly.*
8. I have a *different* bicycle now. It works *differently* from the way my old one did.
9. Old Bob is a *slow* horse. He goes *slowly* even when he runs.
10. Those *sweet* apples are ripe. Betty sang *sweetly* at the party.

Talking together

1. What question is frequently answered by an adjective? By an adverb?



CLEAR GLASS SEEING CLEARLY

2. Which of the words in italics in the ten groups of sentences are adjectives? Which are adverbs?

Help decide what word should be used in each blank in the following sentences. Then take your turn reading some of the sentences aloud.

Choose GOOD *or* WELL:

Sam is a __1__ ball player. He hits the ball __2__. He catches __3__ too.

Choose CAREFUL *or* CAREFULLY:

Dad watches the road __4__. He is a __5__ driver. He handles the wheel __6__.

Choose QUICK *or* QUICKLY:

Once I saw Dad make a __7__ turn. He turned __8__ to avoid a dog. The dog jumped __9__ out of his way.

Choose QUIET *or* QUIETLY:

It is __10__ on the river tonight. The water flows __11__ downstream. Even the wild birds fly __12__.

Choose SURE *or* SURELY:

Tom is so __13__ about everything. He __14__ stands close to the plate. I __15__ hope he gets a hit.

Choose BEAUTIFUL *or* BEAUTIFULLY:

Mary's writing is __16__. Mary does everything __17__. She draws __18__ pictures, and she paints __19__.

Choose CLEAR *or* CLEARLY:

I can see the stars __20__ tonight. On a __21__ night the train whistles can be heard __22__ for miles around.

Choose DIFFERENT *or* DIFFERENTLY:

Your coat is __23__ from mine. It hangs __24__ in the back. The collar fits __25__ around the neck.

Choose SLOW *or* SLOWLY:

Jim is walking __26__ into the school. His watch is __27__. He is walking more __28__ than the other boys.

Choose SWEET *or* SWEETLY:

Janet is a __29__ girl. She sings __30__. Betty is learning to sing, too, but she doesn't sing as __31__ as Janet.

Testing yourself

Which word should be used in each of the following blanks?

1. Fred's father drives his car __1__ (careful, carefully). The motor starts __2__ (quick, quickly) and runs __3__ (quiet, quietly). Fred __4__ (sure, surely) wants to learn to drive as __5__ (good, well) as his dad does.

2. Sally called __6__ (clear, clearly) to Ben who was lying __7__ (quiet, quietly) under a tree. "Come __8__ (quick, quickly), Ben!" she cried from the barn.

Ben got to his feet __9__ (slow, slowly). Sally's voice was __10__ (different, differently) from her usual voice. He __11__ (sure, surely) hoped she hadn't broken a window again!

"Help me open this old box __12__ (careful, carefully)," said Sally __13__ (sweet, sweetly). Ben found her dressed __14__ (beautiful, beautifully) in old style clothes.

Ben worked on the box __15__ (slow, slowly). It opened __16__ (different, differently) from other boxes. "Sally," he grumbled, "you could have done this as __17__ (good, well) as I can."

Then, __18__ (quick, quickly), the box was open. "Oh, look!" breathed Sally. "How __19__ (bright, brightly) that old jewelry is!"

Number a paper from 1 through 19. Then write the words needed.

Check your paper as your teacher reads the correct words aloud. If you made any mistakes, correct them.

4. Choosing Suitable Words

To read and think over

Look at the picture on page 225, and then look over the following description. For each numbered blank choose a word from the list that has the same number. Choose words that the picture and the context show are suitable and appropriate.

Albert is working as an energetic young _1_, _2_ a picture of his classmate, Ruth, who is _3_ for him. It is _4_ that Albert is much interested in his work. In making this picture, he is using _5_, but he expects soon to be painting with oil paints. Someday he hopes to be a famous painter. He is very _6_.

Ruth also is taking her work _7_. Because she wishes to become a _8_, she is trying _9_ now to make her posing meet the approval of her teacher.

Albert has much work to do on this picture before it is _10_, but he has done enough to make it seem _11_ that it will be a creditable _12_ of Ruth.

1. contractor — sculptor — artist — engraver — surveyor
2. printing — painting — carving — molding — drawing
3. posing — working — pulling — sitting — storing
4. odd — evident — doubtful — queer — strange
5. soap — charcoal — water colors — putty — wood
6. jealous — delicious — ambitious — nutritious — miserly
7. lightly — sadly — seriously — grimly — darkly
8. figure — dummy — dancer — model — marvel
9. hardly — conscientiously — impatiently — scarcely — frantically
10. restored — cancelled — executed — completed — designed
11. fearful — sure — firm — sound — determined
12. pattern — model — likeness — imitation — photograph

Copying and completing the description

As you copy the description, put in the words you chose for the blanks.

Talking together

If you are asked to do so, read aloud your copy of the description. Find out which word in each numbered list the class considers most appropriate for the corresponding blank and why other words are not suitable.

To do by yourself

In the numbered lists find an opposite for each of the following words. Write the opposites in pairs.

joyfully	patiently	certain
generous	familiar	standing
bold	unfinished	destroyed

Get someone to check your paper while you check his.

Courtesy of the Visual Education Section, Los Angeles City Schools

YOUNG ARTISTS

To read and think about

What kind of art work can you do best? What kinds of art work are done by different members of your class?

5. Using Pronouns Correctly

To read and think over

Sometimes boys and girls do not use the pronoun forms *we* and *us* correctly.

Follow these rules for using *we* and *us*:

> **1. Use *we* as the simple subject or as part of a simple subject of a sentence.**
> *Right:* We boys have a sailboat.
> *Wrong:* Us boys have a sailboat.
> **2. Use *we* after the word *than*.**
> *Right:* You boys are older than we.
> *Wrong:* You boys are older than us.
> **3. Use *we* after the word *is, are, was,* or *were*.**
> *Right:* It is we who want to go first.
> *Wrong:* It is us who want to go first.
> **4. Use *us* after a preposition such as *to, of, for, with, between,* or *among*.**
> *Right:* Dad gave it to us boys.
> *Wrong:* Dad gave it to we boys.
> **5. Use *us* after a verb that shows action.**
> *Right:* Dad will take the girls and us boys.
> *Wrong:* Dad will take the girls and we boys.
> **6. Use *us* after verbs such as *let, help, make, have* in sentences like these:**
> *Right:* Let us girls go first.
> *Wrong:* Let we girls go first.

Some boys and girls use the word *which* when they should use *who*.

In the following sentences the words *who* and *which* are used correctly:

1. Here are the boys *who* came late.
2. Where is the girl *who* lost a hat?
3. The pencil *which* you gave me is broken.
4. The cars *which* I saw were wrecked.

> **Use the word *who* in referring to one or more persons. Use the word *which* in referring to one or more things.**

Talking together

Should *we* or *us* be used in each blank in the following sentences?

1. ___ boys rowed a boat today.
2. ___ girls went swimming.
3. She divided the cake among ___ girls.
4. It was ___ who had a good time.
5. They had more fun than ___.
6. Mother took ___ girls to the lake.

In which blanks in the following sentences should the word *who* be used?

1. Mary is the girl ___ left early.
2. Those boys are the ones ___ played in the band.
3. Where is the book ___ I bought?
4. Are you the girls ___ made the program?

Testing yourself

Which word — *we*, *us*, *which*, or *who* — should be used in each blank in the following sentences?

Where are the boys __1__ said they would put up the scenery for __2__ girls? They said they could do it better than __3__.

The scenery __4__ you girls need hasn't been made yet. __5__ boys will have it ready tomorrow.

Miss Parker said she would help __6__ girls get ready for the play. It was __7__ __8__ asked her to coach us. She is going to meet with __9__ three girls at four o'clock today.

Mr. Fox is going with __10__ boys to the auditorium tonight. __11__ boys are taking him in a taxi. He'll help you and __12__ get the stage ready. All of __13__ in the class have to work on the play.

Are __14__ girls supposed to help get the stage ready? I thought Miss Parker and __15__ girls were supposed to see about the costumes.

Mr. Fox said that you and __16__ boys were to be at the auditorium tonight. __17__ boys think that all of __18__ together are to work on everything.

None of __19__ girls knows much about getting the stage ready, but maybe you and __20__ can do it together.

Number a paper from 1 through 20. After each number write the word which should be used in the blank that has the same number.

Check your paper as your teacher reads the correct words aloud. If you made a mistake, find out why it is a mistake before you correct it. Take your turn reading aloud one or more of the sentences, putting in the correct words. For more practice use Exercise IV, page 239.

CHAPTER TWENTY-SEVEN

Making and Using Good Sentences

1. Kinds of Sentences and the Parts of a Sentence

To read and think over

Turn to pages 10 and 11 if you need help in answering these questions:

What name is given to a sentence which shows surprise or some other strong feeling? What mark should be placed at the end of that kind of sentence?

What kind of sentence is it that gives a command? What mark should be placed at the end of it?

What kind of sentence is it that tells something without expressing surprise or strong feeling? What mark should be placed at the end of this kind of sentence?

What kind of sentence is it that asks a question? What mark should be placed at the end?

What punctuation mark should follow each of these five sentences?

1. How glad I shall be when vacation comes
2. When will school be out
3. School closes the last of May
4. Tell Aunt Mary to come to see us then
5. She can't come before July

If you need help in answering the following questions, turn to pages 74, 81, 121, and 122.

What part of a sentence is called the subject? What part is called the predicate?

What is the simple subject of a sentence? What part of speech is often the simple subject?

What is a simple predicate? What part of speech is it?

What is a compound subject?

What is a compound predicate?

What is the predicate and what is the subject of each of the following sentences? Which subjects are compound? Which predicates are compound?

1. The passengers and the crew hurried out of the train.
2. They wondered what had happened.
3. A heavy rain and an overflowing stream had washed out a bridge.
4. A flagman walked down the track and placed a flare to warn trains.
5. All the passengers were taken across the river on a ferry.
6. They got on another train.
7. Not a single person was hurt.
8. Within two weeks the bridge was rebuilt and repainted.
9. My brother Jack and Frank Morton were on the train.
10. They arrived in town that night and came directly to our house.

Talking together

Help your class decide upon correct answers to each question that has been asked in this lesson.

To do by yourself

Think how you can use each of the following groups of words in making a sentence. Add a subject or a predicate, whichever is needed. Use some compound subjects and some compound predicates if you wish to.

1. Crept through the forest
2. A cat and her kittens
3. Fell from the tree
4. A large red truck
5. Ran to the open window
6. Saw a strange man
7. A beautiful black horse
8. Sailed through the air
9. Heard a queer noise
10. A mischievous puppy

Write ten sentences using the ten groups of words.

Use the following questions to help you correct your sentences:

1. Does each group of words that you wrote in the form of a sentence have a subject and a predicate?
2. What punctuation mark did you place at the end of each sentence?

Give your paper to your teacher. Then correct any mistake you may have made.

2. Interrogative, Imperative, and Exclamatory Sentences

To read and think over

Can you find the subject and the predicate of each of the following interrogative sentences?

1. Has Tom come home from school?
2. Has Sam called me today?

Notice how the same words that are used in asking a question may be used in making a statement. Only the order of the words is changed.

1. Has Tom come home from school?
2. Tom has come home from school.

You know that the subject of the statement is *Tom*. The subject of the question also is *Tom*.

The predicate of each sentence is *has come home from school*.

To help you decide what is the subject of an interrogative sentence, find the word or group of words which you think is the subject. Use that word or group of words to begin a statement. Use the rest of the sentence to finish the statement.

For example, in the sentence *Has Sam called me today?* we decide that the word *Sam* seems to be the subject. Then we change the question to the statement *Sam has called me today.*

Can you find the subject and the predicate in each of the following exclamatory sentences?

1. How the wind blows today!
2. How fast the buds are growing!

Notice that when the following exclamatory sentence is changed to a declarative sentence using the same words, the subject of the sentence does not change.

1. How the wind blows today!
2. The wind blows how today.

The subject of each sentence is *the wind*. The predicate of each sentence is *blows how today*.

To help you decide what is the subject of an exclamatory sentence, use the same plan which you used for an interrogative sentence.

For example, change the exclamatory sentence *How fast the buds are growing!* to the statement *The buds are growing how fast.*

The subject of an imperative sentence is nearly always understood to be the pronoun *you*, but the subject is

seldom spoken or written as a part of the sentence. For example:

Let me see your paper.

Boys, come back early.

If the subjects were expressed, the two sentences would read:

You let me see your paper.

Boys, you come back early.

Find the subject and the predicate in each of the following sentences:

1. Did Bill come to the meeting?
2. Was Mary there too?
3. Has Tom been late before?
4. What did Linda tell Miss Parker?
5. Where did you put my coat?
6. When shall we have the party?
7. Come at half-past four.
8. What a good player Sam is!
9. How that dog can fight!
10. What fun we had today!

Talking together

1. What can you do to help you decide what is the subject and what is the predicate of an interrogative sentence? Of an exclamatory sentence?
2. What is the subject and the predicate in each of the ten sentences?

To do by yourself

Find the subject and the predicate in each of the following sentences:

1. The first steam trains ran only twelve miles an hour.
2. How slow that speed seems now!
3. The farmers objected to the trains.
4. Why did the farmers object?
5. Did the trains frighten horses?
6. How queer the engines were!
7. What a sight they were!
8. An American, Mr. Cooper, built a steam engine named Tom Thumb.
9. It ran a race with a car drawn by horses!
10. Did Tom Thumb win the race?
11. Tell me which won.
12. The horse car won.

Number a paper from 1 through 12. After each number write the subject of the sentence that has the same number.

In the same way number and write the predicate of each sentence.

Check your paper as your teacher reads the correct subjects and predicates aloud. Find out why any mistake you may have made is a mistake.

For more practice use Exercise V on page 240.

3. Review of Singular and Plural Verbs

To read and think over

Find the simple subject and the simple predicate in each of the following pairs of sentences. Is the verb in each predicate singular or plural in form?

A boy is working.
The boys are working.
Each is busy.
All are busy.

There is a window open.
There are windows open.

Is everyone to go?
Are both the girls to go?

1. Is the verb used with the word *each* singular or plural?
2. Which form of the verb, singular or plural, is used with *everyone*?
3. Is the noun used after the words *There is* singular or plural?
4. Is the noun used after *There are* singular or plural?
5. Why should a singular subject be used in a sentence that begins with the words *There is*? Why should a plural subject be used with *There are*?
6. How can you find the subjects of the two interrogative sentences?
7. In which sentences could *was* be used correctly as the verb? In which could *were* be used? Why?
8. Each of the following words means only one person or thing: *every, each, either, neither, everyone, everybody, nobody, anybody.*

Right: Everybody was surprised.
Wrong: Everybody were surprised.

Should you use *has* or *have* with each of the words? How can you tell?
9. Which of these verbs should be used with a singular subject like *each* or *boy*? Which with a plural subject?
is, are, was, were, isn't, wasn't, aren't, weren't, haven't, hasn't, doesn't, don't

Talking together

Help decide upon the correct answer to each question just studied.

Help your class choose the correct word to use in each of the following blanks. Then take your turn in reading aloud some of the sentences.

1. All the girls ___ (is, are) going to the picnic. Each ___ (has, have) her bicycle.
2. Everyone ___ (has, have) her swimming suit.
3. Nobody ___ (is, are) absent.
4. There ___ (was, were) three boys who went to the lake an hour ago.
5. There ___ (is, are) twelve left to go in cars.
6. ___ (Doesn't, Don't) anyone want to walk?

Testing yourself

Number a paper from 1 through 18. Write the correct word for each of the following blanks:

The scouts _1_ (has, have) new uniforms. Everyone _2_ (has, have)

worn his uniform to the meeting. There __3__ (is, are) ten boys in the room now.

Everyone __4__ (is, are) bringing his lunch to school today. The teachers __5__ (is, are) going to take us to a picnic. There __6__ (is, are) four buses coming for us.

Last Friday there __7__ (was, were) a party in Room 9. Everyone in the class __8__ (was, were) there. Ice cream and cookies __9__ served, but there __10__ only three cookies apiece.

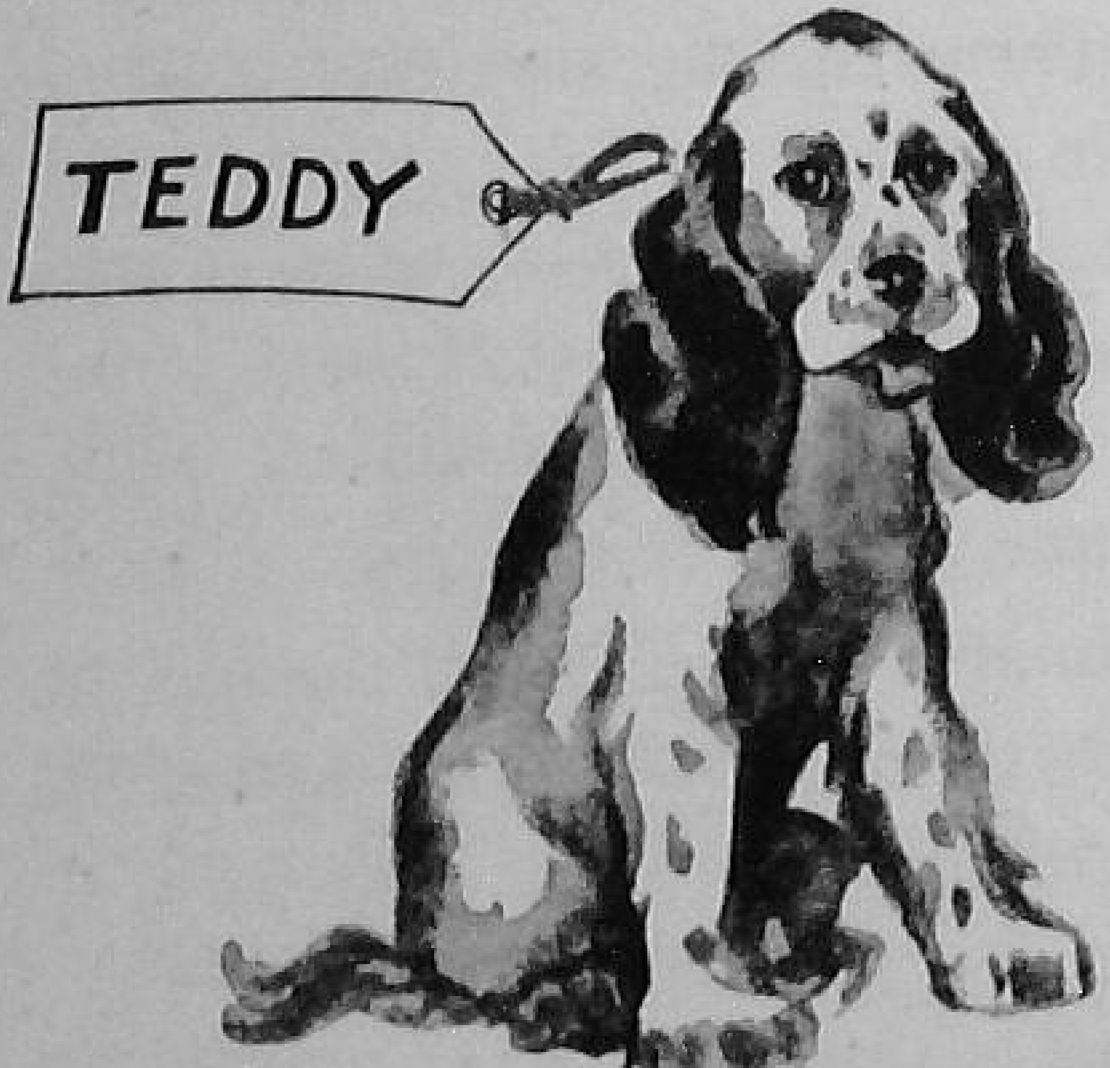
__11__ (Hasn't, Haven't) anyone an extra pencil?

My pencil __12__ (isn't, aren't) here. John and Bill are writing. Neither __13__ (has, have) a pencil to lend.

__14__ (Don't, Doesn't) John write well!

There __15__ (is, are) a paper he wrote.

He __16__ (does, do) better work than I, but he __17__ (doesn't, don't) do as well as Mary __18__ (do, does).



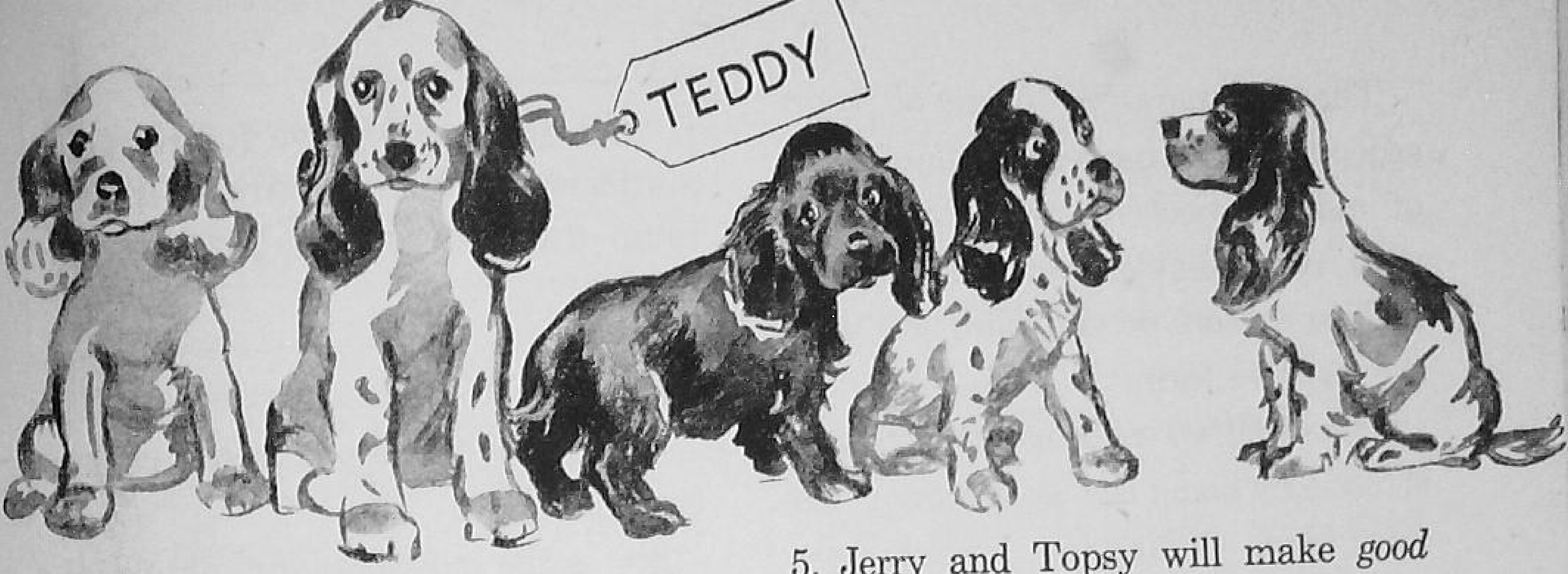
Correct your paper as your teacher reads aloud the correct words for the blanks. If you made any mistakes, correct them. Take your turn in reading aloud one or more of the sentences, putting in the right words. For more practice use Exercise III, page 239.

4. Using Adjectives and Adverbs in Making Comparisons

To read and think over

As you read the three sentences in group 1, notice the form of the adjective (in italics) in each sentence:

1. Teddy is a *large* pup.
   Teddy is *larger* than Patsy.
   Teddy is the *largest* of the five pups.



Think of answers to these questions about the sentences in group 1: (a) In which sentence is something described but not compared with anything else? (b) In which sentence are two things compared? (c) In which are more than two things compared?

Answer the same questions about the sentences in each of the following groups:

2. Teddy and Topsy are *strong*.
   Teddy is the *stronger* pup of the two.
   He is the *strongest* pup of the five.

3. Isn't Patsy *beautiful*?
   Don't you think she is *more beautiful* than Topsy?
   I believe she is the *most beautiful* pup of all.

4. Teddy is clumsy.
   Spot is *less* clumsy than Teddy.
   Jerry is the *least* clumsy of the three.

5. Jerry and Topsy will make *good* pets.
   Topsy will make the *better* pet of the two.
   Patsy will make the *best* pet of all the pups.

In the examples you have just studied, each adjective was used in three forms. The word *large*, for example, had these forms: *large, larger, largest.* The three forms are often spoken of as **degrees of comparison.**

The first of the three forms, or degrees, is called **positive**; the second, **comparative**; and the third, **superlative.**

The comparative form of most one-syllable adjectives and of many two-syllable adjectives ends in *er*. The superlative form ends in *est*.

Examples:

Positive	*Comparative*	*Superlative*
blue	bluer	bluest
high	higher	highest
pretty	prettier	prettiest
dry	drier	driest

The comparative form of some adjectives that have two syllables and of many adjectives that have more than two syllables is made by using the word *more* or the word *less* with the positive form.

The superlative form of these words is made by using the word *most* or the word *least*. Examples: *careless, more careless, most careless; expensive, less expensive, least expensive.*

The comparative and superlative forms of some short adjectives are not formed in either of the regular ways. Each of the three forms is a different word. Examples:

Positive	*Comparative*	*Superlative*
good	better	best
bad	worse	worst
little	less	least
much	more	most
many	more	most

Use the comparative form of an adjective when you are comparing two persons or two things with each other.

Examples:

Which of the twins is the *stronger*?

Ann is the more *skillful* of the two.

She is the *better* player of that pair.

Use the superlative form of an adjective when you are comparing three or more persons or things.

Examples:

Joan is the *tallest* girl in her class of twenty.

She is the *most popular* girl on the softball team.

She is the *best* swimmer in our school.

Adverbs, like adjectives, have three degrees of comparison which are made in much the same way as the three degrees of comparison of adjectives. Examples:

Positive	*Comparative*	*Superlative*
fast	faster	fastest
soon	sooner	soonest
often	oftener	oftenest
well	better	best
much	more	most
little	less	least
quickly	more quickly	most quickly
frequently	less frequently	least frequently

Use the comparative form of an adverb in making a comparison of two things.

Example:

Of the two boys, Tom does things the faster.

Use the superlative form of an adverb in comparing more than two things.

Example:

Of my four studies I like language the *best*.

Talking together

With the help of your class decide upon the correct answers to each of the questions about the groups of sentences given at the beginning of this lesson.

In each of the following sentences a comparison is to be completed. Which form of the adjective or adverb given in parentheses should be used?

1. Of these two apples, this one is the .... (small)
2. I think that Martha is a ... name than Liza. (good)
3. Which is the ..., lemon juice or vinegar? (sour)
4. Which subject do you like ..., arithmetic or social studies? (well)
5. Of all the animals at the zoo, the tiger is the .... (interesting)
6. Of the ten footballs this one costs the .... (little)
7. Sleet is ... than rain to walk through. (disagreeable)
8. Of the two flowers the rose is the .... (fragrant)
9. Which city is the ..., Boston or Chicago? (large)
10. Which season do you enjoy the ..., spring, fall, or summer? (much)
11. Who is the ... of the six boys? (tall)
12. Which is ..., blindness or deafness? (bad)
13. Which is ..., wealth or health? (good)
14. Is skating the ... of all the winter sports? (enjoyable)

Take your turn in reading aloud some of the completed sentences.

To do by yourself

Think how you can complete the comparison in each of the following nine questions. Use the correct form, comparative or superlative, of the words you choose.

1. Which of the two bats is the ...?
2. Who is the ..., Bob or Fred?
3. Who plays the piano the ..., Mary, Karen, or Ben?
4. Which game do you like ..., baseball, football, or basketball?
5. Which costs ..., a tent or a bicycle?
6. Which of the three girls plays tennis ...?
7. Who has taught here the ..., Miss Parker or Miss Clark?
8. Which is the ..., a dandelion or a violet?

9. Is Mary or Sue the . . .?

Write the sentences, completing each comparison with the word or words you chose.

Working together

If you are asked to do so, read some of your sentences aloud. Find out why any mistake you made is a mistake. For more practice use Exercise VI on pages 240 and 241.

5. Using What You Have Learned

To read and think over

How can you change some of the sentences in the following description so that the subject will not come first in each sentence?

THE OLDEST PULLMAN CAR

The oldest Pullman car in the world is at the Pullman factory in Chicago. The car was built more than eighty years ago. The ceiling is so low that a tall man cannot stand up in the car without bumping his head. Three candles are used to light the car. No springs or cushions are in the seats. The backs of the seats can be let down to make beds. A small tin pan and a tank of cold water are at one end of the car.

How would you separate the sentences that are run together in the following description?

HOW ORANGES ARE PACKED

At Corona, California, I visited a packing plant and I saw oranges being packed into crates for shipment. After the oranges were washed by machinery, they were poured into a metal chute that had round holes in it which were of different sizes and the smallest holes were at the top of the chute and the largest ones were at the end. The chute sloped just enough to let the oranges roll down it gently as they rolled, the smaller oranges fell through the smaller holes at the top of the chute and the larger ones dropped through the larger holes farther down the chute. In this way

the oranges were sorted by size and caught in boxes underneath the holes in the chute and a girl wrapped each orange in tissue paper and packed it with others of its size in a crate.

Talking together

Help your class decide how to answer the question that was asked about each description.

To do by yourself

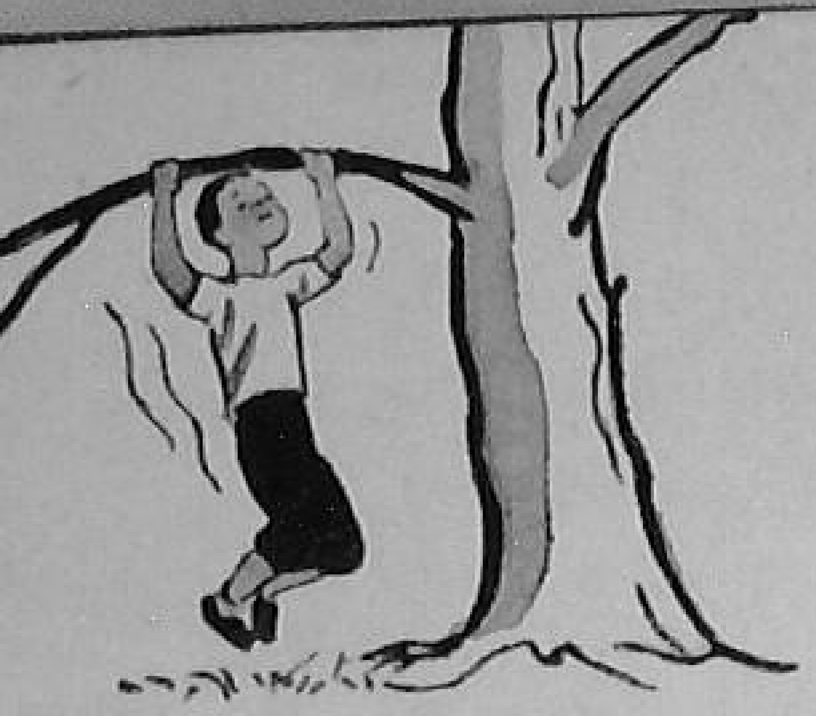
Copy the following description. Change the beginnings of some of the sentences so that each of them does not begin with its subject. Separate the sentences that are run together.

HOW SALMON ARE CANNED

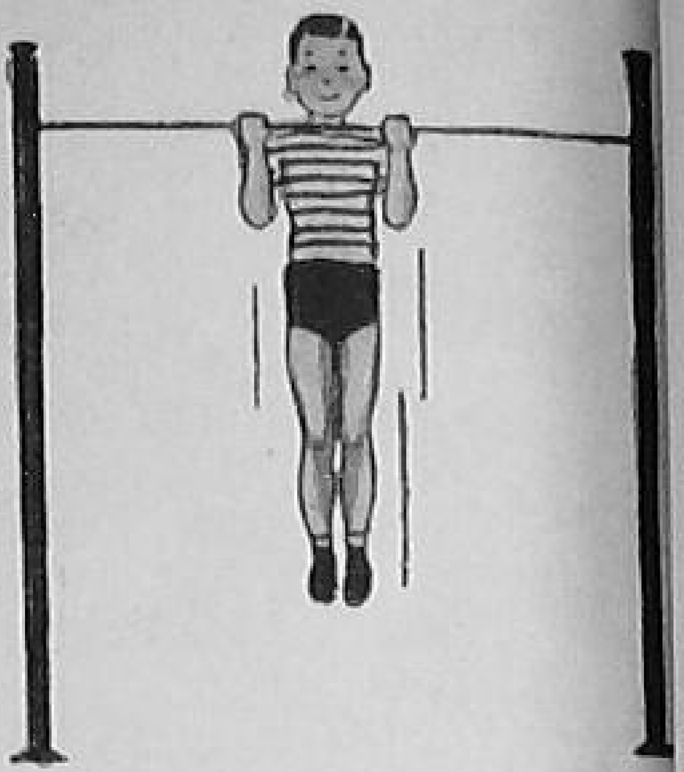
Dad and I were in Union Bay, Alaska, last September and we saw salmon being canned there.

The salmon are washed in a large tub at first. They are then carried by a chute to the *iron chink*. This machine is called the iron chink because it does the work which many Chinese once did. The iron chink cuts off the heads and tails of the fish and then it splits and washes the bodies and any fish that are not well cleaned by the machine are washed again by hand. The salmon are then carried by a chute to another building and there one machine cuts them into pieces and another packs the pieces in cans. Still another machine places tops on the cans and then the cans are put in ovens and the meat is cooked for an hour and a half. After the cans are washed, they are labeled by machinery and then they are packed in boxes for shipping.

Give your paper to your teacher. If you made any mistake, find out why it is a mistake. Then correct it.



More Practice



I

Using this, that, these, those, and them

Decide which word — *this, that, these, those,* or *them* — should be used in each blank in the following directions. Which extra pointing words should be omitted?

Follow ___ here road until you come to ___ there three large silver spruce trees at the top of ___ first hill. Take the road to the left of ___ trees. Follow ___ road until you come to another large clump of ___ same kind of trees. Take the road to the right of ___ trees and keep going until you come to a group of four cabins. The Jones cabin is the last one of ___ four.

Mr. Jones left ___ keys. You may take ___ with you.

As you copy the directions, correct them by omitting the unnecessary words. Put in the words you chose.

II

Using prepositions correctly

Which word in parentheses is correct for each of the following blanks?

AN UNUSUAL PET

Saturday while my two brothers and I were ___ 1 ___ (to, at, by) my uncle's farm, Uncle Bill announced that he had four pets to divide ___ 2 ___ (between, among) us. They were different ___ 3 ___ (from, than) any that we had expected. There were two little rabbits, a young squirrel, and a baby raccoon. I had to choose ___ 4 ___ (between, among) Rocky, the raccoon, and Nutty, the squirrel.

Rocky looks much like a small gray bear, but his markings are different ___ 5 ___ (than, from) a bear's. His eating habits are different ___ 6 ___ (from, than) those of most pets. He dips all his food ___ 7 ___ (in, into) clean water before he eats it. When we were ___ 8 ___ (to, at, by) the lake Sunday, Rocky swam ___ 9 ___ (in, into) it, but he wouldn't dive ___ 10 ___ (in, into) the water. He wouldn't jump ___ 11 ___ (off, off of, off from) the diving board. His cutest trick is to climb ___ 12 ___ (to, at, by) some high place and drop ___ 13 ___ (from, off of, off from) it onto my shoulder.

If I had all the pets in the world to choose ___ 14 ___ (between, among), I'd still take Rocky!

Number a paper and write the correct words for the blanks.

Get someone to check your paper while you check his.

III

Using pronouns and singular and plural verbs correctly

Which word in parentheses after each blank should be used in that blank? Write and number the words.

Everybody _1_ (is, are) to meet at the north gate of the school grounds promptly at nine o'clock, next Saturday morning. Everyone _2_ (is, are) to have with _3_ (him, them) all the things which _4_ (he, they) _5_ (is, are) expected to bring.

Both Janet and Beverly _6_ (has, have) offered to bring cookies. As there _7_ (is, are) twenty-four of us to go on the picnic, each one of the other twelve girls _8_ (has, have) agreed to bring at least four sandwiches. They want to be sure that each person _9_ (has, have) at least two. Neither Janet nor Beverly _10_ (is, are) expected to bring sandwiches because each one will do her share by bringing cookies.

Every boy _11_ (is, are) to bring three apples and three bananas for his part.

If anybody _12_ (isn't, aren't) coming to the picnic, please tell me now. We want to be sure that nobody _13_ (is, are) left behind.

Check your paper. Did you use singular verbs and singular pronouns with the words *each*, *every*, *neither*, *everyone*, *everybody*, *nobody*, and *anybody*?

Did you use a plural verb after *there* when more than one person or thing was meant?

IV

Using the pronouns we, us, who, and which correctly

Which word — *we*, *us*, *which*, or *who* — should be used in each of the blanks in the following report?

WHEN THE GIRLS BEAT US

Last summer _1_ boys used to tease some girls _2_ were at a cabin near by. One day when they came over to play ball with _3_ boys, we began to talk about a fishing trip _4_ we were going to take that afternoon.

"Why not let _5_ girls go with you?" suggested one girl _6_ knew how to fish.

"You'd make so much noise that _7_ fellows wouldn't get a bite!" Tom said.

"All of _8_ girls aren't noisy," declared one girl _9_ hadn't said a word. "_10_ girls will catch more fish than you boys."

And they did. They beat _11_ boys that very afternoon.

Number a paper from 1 through 11 and write the words that should be used in the blanks.

After checking your paper carefully, ask your teacher or a classmate to correct it.

V

Finding subjects and predicates of declarative, interrogative, and exclamatory sentences

Find the subject and the predicate of each of the following sentences:

1. The marshy places on our farm are full of muskrats.
2. Last winter I made over fifty dollars trapping them.
3. Is muskrat fur very valuable?
4. The skin of an ordinary gray muskrat brings about a dollar.
5. Aren't all muskrats gray?
6. Some muskrats are black.
7. The skins of black muskrats bring the highest price on the market.
8. How soft and silky the fur is!
9. What an odd looking, flat tail a muskrat has!
10. The tail is used as a rudder in swimming.

On a clean sheet of paper draw a line through the middle from top to bottom, making two columns. At the top of the first column write the word *Subjects.* At the top of the other column write the word *Predicates.* In the first column copy and number the complete subjects of the ten sentences. Draw a line under each simple subject. In the other column, opposite each subject, write the complete predicate of that sentence. Draw a line under each simple predicate.

Check your paper carefully. Then ask your teacher or a classmate to correct it.

VI

Comparing things in sentences

What words should be used in the blanks in the following sentences?

Choose MORE *or* MOST:

1. Which is the . . . expensive, a baseball or a football?
2. What is the . . . beautiful bird that you know?
3. Which takes the . . . skill, expert ski-jumping or fancy ice-skating?
4. Which is the . . . intelligent, the cow or the horse?
5. Which is the . . . graceful, a deer, a hippopotamus, or a rhinoceros?
6. Who weighs the . . ., you or your best friend?

Choose LESS *or* LEAST:

7. Which is the . . . expensive, silk or cotton cloth?
8. Which is the . . ., a dozen or a gross?
9. Which weighs the . . ., a pound of feathers or a pound of lead?
10. Isn't cabbage about the . . . expensive vegetable that one can buy?

Choose BETTER *or* BEST:

11. Which do you like . . ., apple or cherry pie?

12. Which do you like the . . ., vanilla, chocolate, or strawberry ice cream?

13. Who is the . . . cook, Karen or Sue?

14. Who is the . . . pitcher on our team?

15. Is it always . . . to be honest?

Choose WORSE *or* WORST:

16. Is it . . . to tell the truth and be punished for being naughty or to tell a lie and escape punishment?

17. What is the . . . mistake that you ever made?

18. This letter is . . . than the first one I wrote.

19. This storm is the . . . one we've had this year.

Choose HIGHER, HIGHEST, STRONGER, STRONGEST, PRETTIER, *or* PRETTIEST:

20. Whose kite flew the . . ., Tom's or Dick's?

21. What boy on the team made the . . . pole vault in today's practice?

22. In a parade which flag should always be held the . . .?

23. Which makes the . . . thread, cotton or flax?

24. The . . . of the two boys is sure to win in this wrestling match.

25. This tug-of-war game will show which of the two teams of boys is the . . . .

26. Samson was the . . . man who ever lived.

27. Which animal is the . . ., the elephant or the horse?

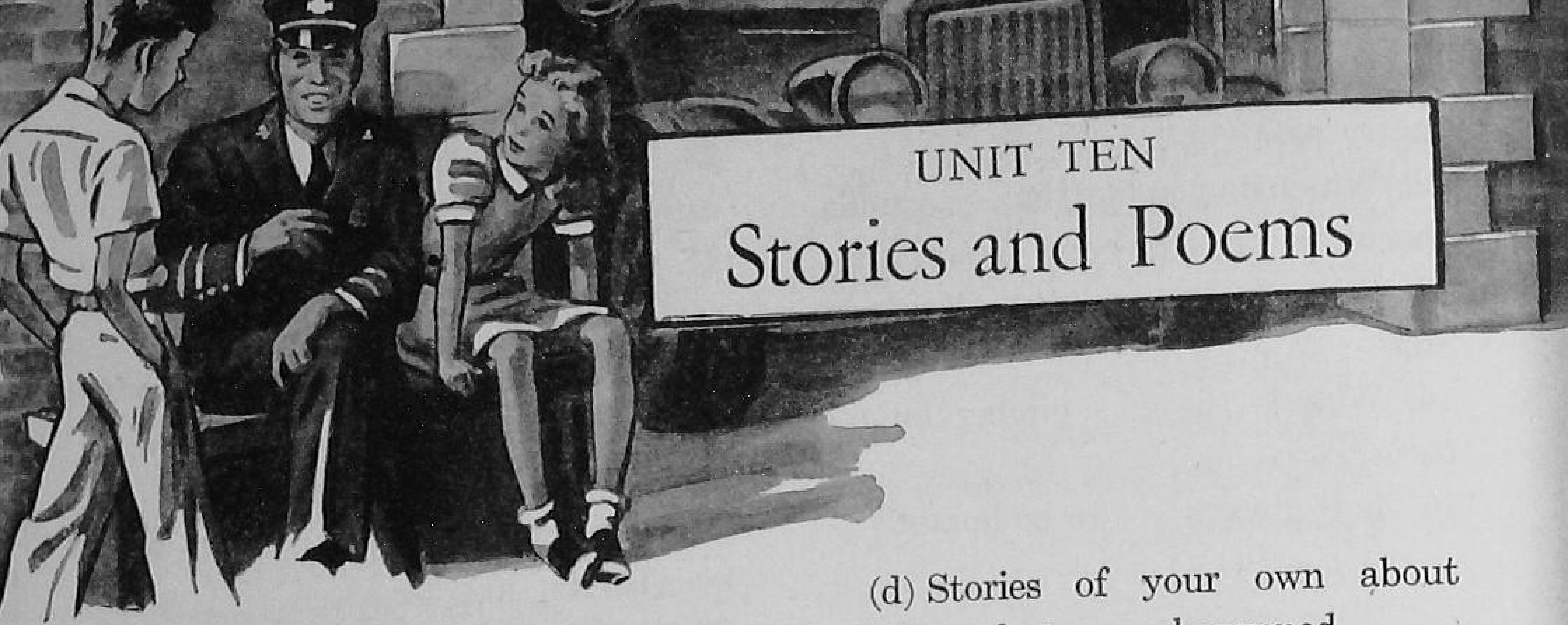
28. Which is the . . ., the cardinal or the dove?

29. Whose song is the . . ., the mockingbird's or the crow's?

30. In your opinion what is our . . . wild flower?

Number a paper from 1 through 30. After each number write the word that should be used in the blank in the sentence that has the same number.

Check your paper. Then ask your teacher or a classmate to correct it. If you are asked to do so, read aloud one or more of the sentences, putting in the correct words.



UNIT TEN
Stories and Poems

CHAPTER TWENTY-EIGHT

Telling and Writing Good Stories

1. Reviewing Things You Have Studied

To read and think over

How well do you remember what you have studied about storytelling in this book?

Here are six questions about the storytelling which your class may do at school. Under each question several answers are listed. Which of the answers are correct?

1. What kind of stories are suitable to tell to your class?
   (a) Stories of your own about things you have seen or heard
   (b) Stories of your own about things that have happened to you or to someone you know
   (c) Long stories which you have read or heard
   (d) Stories of your own about things that never happened
   (e) Stories which wander on and on and have little of interest in them
   (f) Stories which may embarrass someone in your class
   (g) Stories which members of your family may not wish to have told
   (h) Short and entertaining stories which you have read or heard

2. If a story has a surprise in it, where should the surprise be?
   (a) Near the first of the story
   (b) At or near the end of the story
   (c) In the middle of the story
   (d) It makes no difference

3. What should the title of a story do?
   (a) Make others want to hear or read the story
   (b) Show what the story is about
   (c) Tell what is going to happen in the story

4. What should the first sentence in a story do?

(a) Make others wonder what is going to happen in the story

(b) Get the story started by telling something that is important to it

(c) Tell what the story is about

(d) Tell where you got the story

(e) Tell that you are going to tell a story

5. Why should direct quotations sometimes be used in a story?

(a) To make the story look better

(b) To make the story more lively and interesting

(c) To get practice in giving or writing direct quotations

(d) To give information accurately

6. Why should you know your story well before you try to tell it?

(a) So that you can remember it for a long time

(b) So that you can tell it more easily

(c) So that others will think you are clever

(d) So that you can tell the story smoothly and interestingly

To do by yourself

Number a paper from 1 through 6. After each number write the proper letter for each correct answer under that number.

Working together

Help your class decide which answers are correct for each question. If you do not understand why any mistake you may have made is a mistake, ask to have it explained.

2. Keeping a Story Moving

To read and think over

Do you like to listen to a storyteller who doesn't keep his story moving? Aren't you annoyed by his dragging in things that keep him from getting to the surprise or to the exciting point of the tale?

To keep a story moving properly, use these rules:

> **1. In every sentence say something that belongs to the subject of the story. Leave out every sentence which says something about any other topic or subject.**
> **2. In each sentence say something that you have not already said. Leave out every sentence which repeats something you have said before.**

The following story does not keep moving. Which sentences should be left out of it?

STRANGE COOKIES

Grandmother always kept her cookies in a certain jar on a shelf in

the pantry. The pantry was at the back of the house. It was a hot place in summer. One day I reached into the jar, took a handful of cookies, and without looking, crammed two of them into my mouth. I put two cookies in my mouth at once.

"Grandmother's cookies aren't so good this time!" I thought as I chewed them up. But as I was hurrying to a show, I ate some more of the cookies.

The show was one of the best I have ever seen. I hope that the next one will be as good. That evening we decided to have some cookies and tea. I started to the pantry to get the cookies.

I felt very foolish when Grandmother called, "Sally, the cookies are here in the kitchen. I put dog biscuits for Nero in the jar where I used to keep the cookies."

Talking together

1. When you tell a story, why should you keep it moving?
2. What are two things you can do to keep your story moving?
3. What sentences should Sally have left out of the story she told? Why should each of them be left out?

Help your class decide which sentences should be left out of each of the following paragraphs:

1. I took a big bite out of that green persimmon. Everyone laughed at the way I made faces and sputtered. It was a great big bite that I took too! Everyone was so amused!
2. This morning Dad turned my April Fool joke on me. I had put salt in the sugar bowl so that he would salt his coffee. He drinks coffee in the morning but not at night. I don't drink it at all. When I passed him the sugar, he put three spoonfuls on my oatmeal, but none in his coffee.

To do by yourself

On a sheet of paper copy the following story. Leave out sentences that should be left out.

A DRINK I LOST

"Won't you have a drink of cool water?" asked Sue as we stopped at the pump. We had brought the cows from the pasture. She spoke so politely that I should have been suspicious, but I wasn't. As I said, we had brought the cows from the pasture.

"Oh, yes, thank you!" I replied. I told her I'd take some water.

As I turned the paper cup up to drink, water spilled all over the front of my dress. It made the front of my dress wet. I should have known Sue would play a trick on me. That rascal had cut holes all around the cup about a half inch from the top.

Check your paper as your teacher tells which sentences should be left

out. Find out why any mistake you may have made is a mistake.

3. Telling Things in Good Order

To read and think over

In a good story things are told in the order in which they happened. How would you improve the following story by rearranging the sentences?

THE CHICKENS AND THE JELLY

On the afternoon of my ninth birthday Mother left some glasses of jelly on the kitchen table.

"Will chickens eat jelly?" I wondered for no good reason at all. "There's one way to find out!"

I walked quietly to the chicken yard with a glass of jelly and a tablespoon. The chickens pecked and pecked at the jelly only to have it remain in big pieces. As I tossed large pieces of the jelly into the pen, the chickens ran for them eagerly. Puzzled, they tried to eat it in big chunks, but it slipped off their bills before they could swallow it.

I'll not describe what happened after my experiment was discovered. My shrieks of laughter at their antics in trying to pick up the jelly brought my mother running to the pen. Perhaps if you try the same trick, you'll find out!

Talking together

1. How should the sentences in the story be arranged?

2. In a story why should you tell things in the order in which they happened?

To do by yourself

Copy the following story. Place the sentences in the correct order.

A WILD BEAST IN HIS CAR

1. Tommy, our big black cat, likes to sleep on the shelf above the back seat of our car, but he won't stay in the car after it starts to move. 2. He goes wild if we try to make him ride. 3. Yesterday afternoon after Jim Brooks had parked his car in front of our house, Tommy climbed in and went to sleep. 4. As the car started to move, a large furry animal lunged past Jim's head and landed in Jane's lap. 5. In the evening Jim and my sister Jane got into the car to go on an errand. 6. Before he could jump out, the wild beast darted through the door. 7. He jammed on the brakes, seized Jane by the arm and threw open the door. 8. Jim must have thought it was a panther but he didn't take time to see what it was. 9. When Jane and Jim saw that the fierce animal was only our old cat, they had a good laugh.

Check your paper as your teacher reads the story aloud with the sentences in the right order. Find out why any mistake you may have made is a mistake.

What exciting race have you been in or seen?

4. Planning a Story

Choosing a story by yourself

Think of something you have seen or heard or of something that happened to you or to someone you know, about which you can tell a story. The pictures on these pages and the following questions may help you:

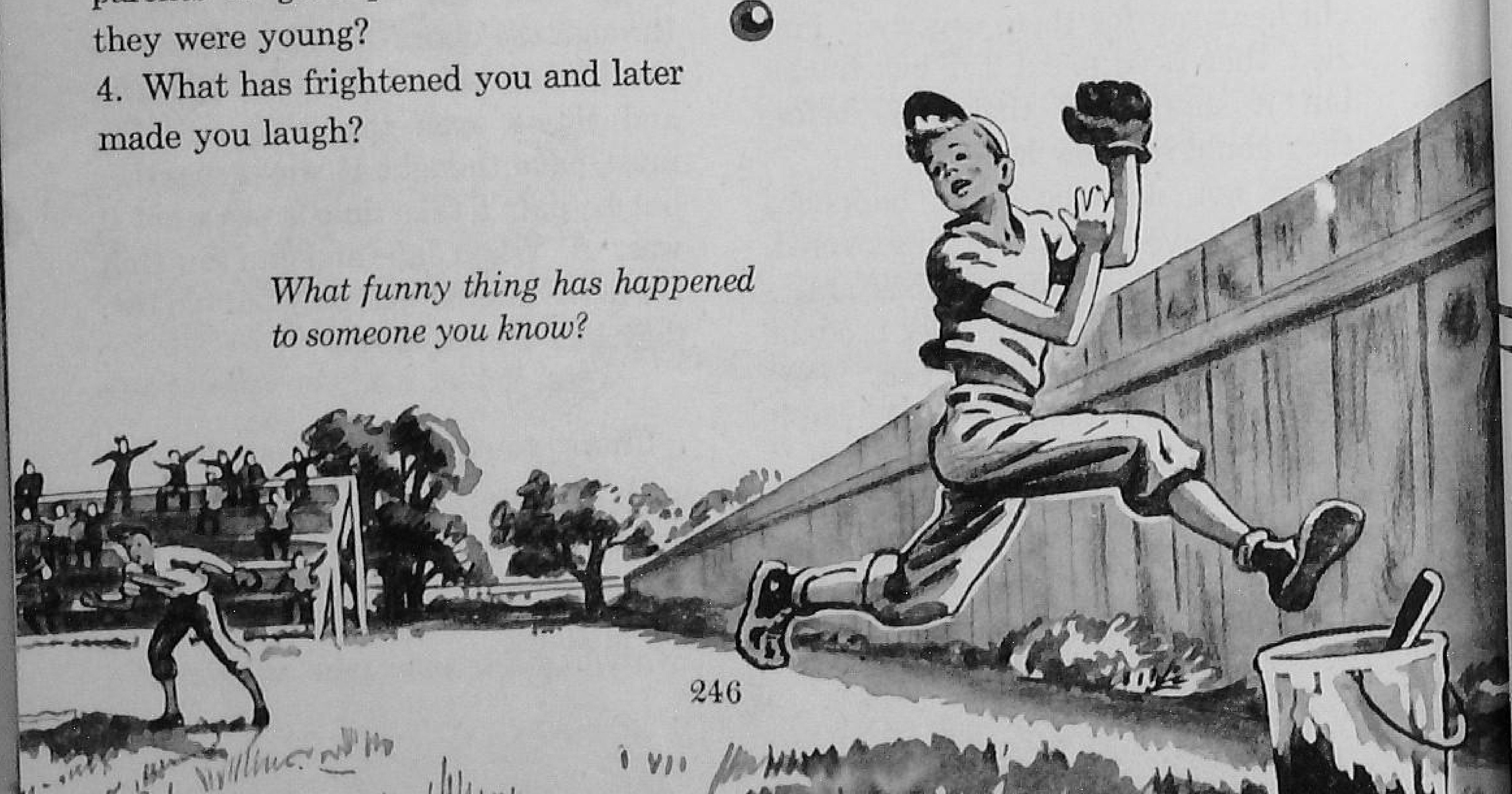
1. What surprise have you had? How have you surprised someone?
2. What exciting or funny adventure have you had?
3. What exciting adventures did your parents or grandparents have when they were young?
4. What has frightened you and later made you laugh?

If you cannot think of something about which to tell a story, think of short stories that you have read or heard.

Now choose one of your own adventures about which to tell a story to your class later. Or choose a story that you have read or heard. It should be a story that you think the class will enjoy.

Getting ready to write

Do the following things to help you plan and prepare your story:



What funny thing has happened to someone you know?

1. Decide what different things you will tell in your story. What happened first? What next? And next? What was the result?
2. Think of a good beginning sentence. It should be part of the story and should help to make the class wonder what is going to happen.
3. Think of the rest of the sentences for your story. Use direct quotations if you can. Do not use sentences which will keep your story from moving rapidly. Plan to tell things in the order in which they happened. If the story has a surprise in it, place the surprise at or near the end.
4. Choose a title for your story. It should make others want to hear or read the story.

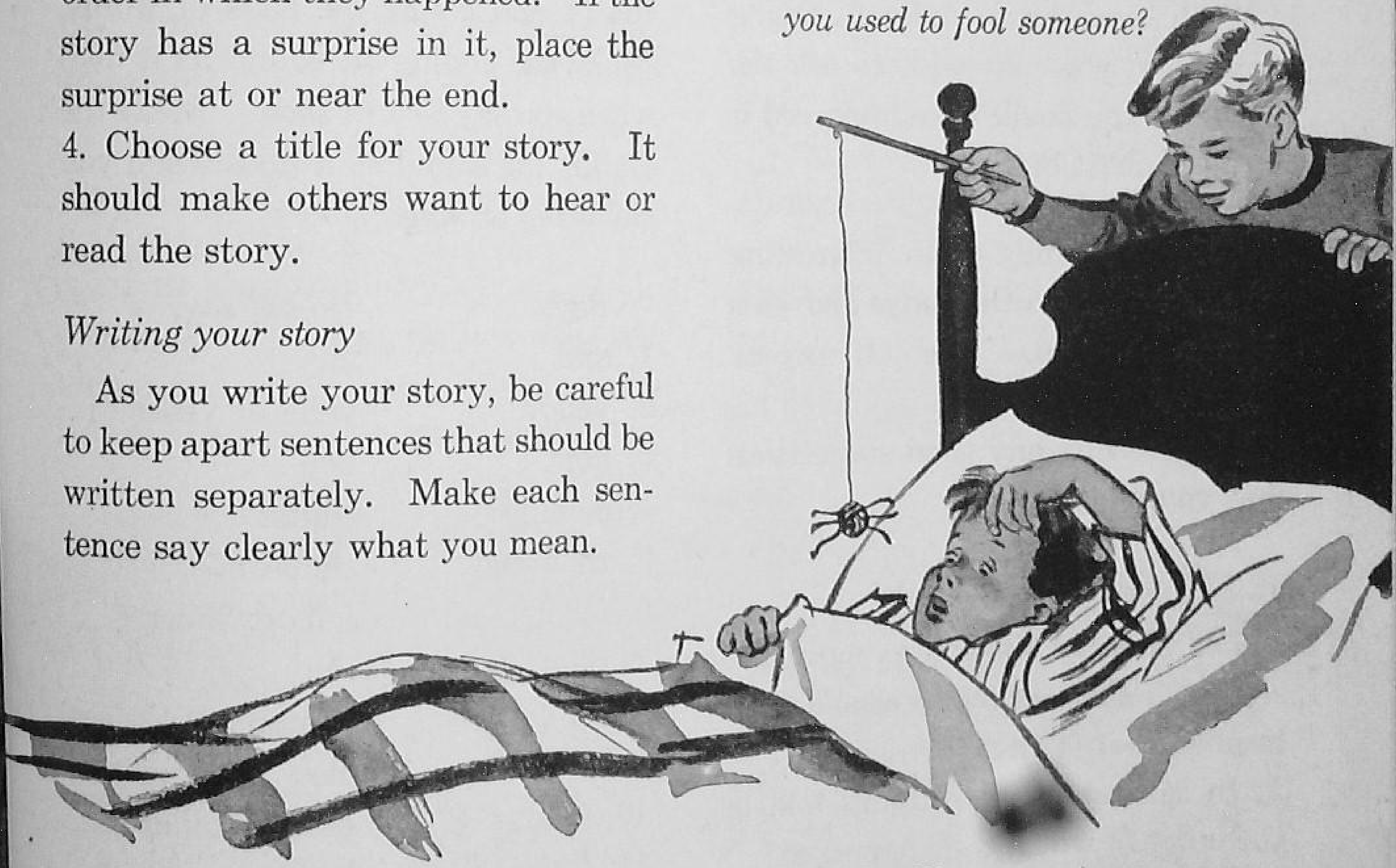
Writing your story

As you write your story, be careful to keep apart sentences that should be written separately. Make each sentence say clearly what you mean.

Use the following questions to help you check your story:
1. Did you include all the important parts of the story?
2. Did you use capital letters, punctuation marks, and quotation marks where they are needed?
3. Does each sentence say exactly what you want it to say?
4. Is each group of words that looks like a sentence really a sentence?
5. Is the title of your story the best that you can think of?

Make any improvements in the story which you think should be made.

What harmless trick have you used to fool someone?



Practice in telling your story

Practice telling your story at home before the next lesson. Try to tell it without using your paper.

5. Using What You Have Learned

Telling and listening to stories

When your turn comes, tell the story you prepared in the last lesson. Do the following things:

1. Speak clearly. Be careful to pronounce your words distinctly and correctly.
2. Use a pleasant voice.
3. Speak loud enough so that everyone in the room can hear you, but do not speak too loud.

When you have finished telling your story, you may wish to ask the class how you could have improved it or have told it better.

Listen carefully for interesting things while the other boys and girls tell their stories. Then, if anyone asks how he could have improved his story, give him any good suggestions that you have.

Talking together

1. Did some of the stories move too slowly? What sentences should have been left out of those stories?
2. In each story were things told in the order in which they happened?
3. What things do the members of the class need to do in order to make better stories? What should they do in order to tell their stories better?

CHAPTER TWENTY-NINE

Speaking Clearly and Correctly in Stories

1. The Endings of Words

To read and do by yourself

Do you forget to sound the endings of words when you talk? Do you say *an* for *and*, *kep'* for *kept*, *yella* for *yellow*, and *comin'* for *coming*?

Say the following words (in the left-hand column) softly to yourself now. Sound clearly and distinctly the *t's* and *d's* at the ends of words. Make the ending *ow* sound as it does when you say *blow* or *show*. Make the ending *ing* sound as it does when you say *bring* or *sing*.

Say:	*Do not say:*
1. and	an
2. yellow	yella or yeller
3. kept	kep
4. coming	comin
5. thousand	thousan
6. fellow	fella or feller
7. slept	slep
8. running	runnin
9. old	ole
10. pillow	pilla or piller
11. last	las
12. going	goin
13. told	tole
14. window	winda or winder
15. must	mus

16. looking	lookin
17. cold	cole
18. hollow	holla or holler
19. swept	swep
20. making	makin

Working together

Take your turn pronouncing some of the words in the list above. Find out from the class whether you pronounced the words correctly.

If you are asked to do so, read aloud a part of the following story. Then find out which of the words in italics you need to practice pronouncing correctly.

A BASKET FOR HENRY

Yesterday Henry *told* Mary *and* Sue a *thousand* times that he didn't want any girls *coming* to his house, *making* a monkey out of him by *bringing* him such "sissy" things as a May basket. He said that a *fellow* as *old* as he was didn't want to be embarrassed by *going* to the front door, *looking* for pretty *yellow and* blue baskets filled with posies *and* jelly beans!

For a while *last* night Henry *kept* watch at the *front window*, but he didn't see the two figures that *crept* up to the porch, *and* he didn't hear the two pairs of feet *running* across the yard.

"I *must* be wrong. No one is *trying* to play a trick on me, after all," Henry thought as he went up to bed. He lay back on his *pillow and* soon *slept* soundly.

This *morning*, when Henry *swept* the porch with his *old* broom, he found two of the silliest *looking* May baskets he had ever seen.

As he stood *holding* them *and looking* disgusted, two high girlish voices called, "Oh, Henry, dear Henry. Where did you get those *darling* May baskets!"

Then the *grinning* faces of Jack *and* Bill appeared *around* the corner.

2. Using More Suitable Words

To read and think over

Read to yourself the following story and look at the picture on the opposite page. Then for each word printed in italics in the story choose a word from the list that has the same number. Try to improve the story by choosing words that are better suited to Big Bill's good-natured but extravagant boasting about his strength.

WASTED EFFORT

"Feel that (1) *bit* of muscle, Johnny!" (2) *said* Big Bill (3) *modestly* one morning.

Johnny felt of the small roll of muscle, smiled indifferently, and said nothing.

"Look at that, Buddy!" Big Bill (4) *said* as he pumped his right fist up and down. "Watch that mountain of muscle rise and fall. That's the mainspring for the greatest machine in the world. This left fist is a (5) *damaging* maul, and this right one is a destructive (6) *thing*. When I (7) *unfasten* these springs, somebody gets a (8) *real* shock. A full (9) *tap* with this left maul sends the victim to the hospital. A straight punch with the right shatters him as a (10) *big* blast. An extra effort with either makes the earth (11) *wiggle* and the hills (12) *move* on their bases. Understand?"

"Phooie!" Johnny replied.

1. ring	2. whispered	3. faintly
patch	commanded	lazily
area	suggested	gloomily
mountain	offered	bashfully
bunch	argued	boastfully

4. repeated	5. threatening	6. means
replied	paralyzing	way
continued	tapping	fact
inquired	paring	engine
decided	peeling	figure

7. release	8. noticeable	9. strike
untie	great	beat
cut	terrifying	push
sever	visible	bump
break	genuine	blow

10. strong	11. shudder	12. sink
devastating	sway	totter
sudden	rise	bulge
wide	roll	squat
large	stand	climb

Writing the words chosen

Make a list of the words you chose.

Talking together

Find out whether everyone in the class chose the same word for each number. Discuss with the class the meaning of each word in the list. Help the class decide which words are most suitable to show Big Bill's boastfulness.

2. Using More Suitable Words

To read and think over

Read to yourself the following story and look at the picture on the opposite page. Then for each word printed in italics in the story choose a word from the list that has the same number. Try to improve the story by choosing words that are better suited to Big Bill's good-natured but extravagant boasting about his strength.

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"Phooie!" Johnny replied.

1. ring, patch, area, mountain, bunch
2. whispered, commanded, suggested, offered, argued
3. faintly, lazily, gloomily, bashfully, boastfully
4. repeated, replied, continued, inquired, decided
5. threatening, paralyzing, tapping, paring, peeling
6. means, way, fact, engine, figure
7. release, untie, cut, sever, break
8. noticeable, great, terrifying, visible, genuine
9. strike, beat, push, bump, blow
10. strong, devastating, sudden, wide, large
11. shudder, sway, rise, roll, stand
12. sink, totter, bulge, squat, climb

Writing the words chosen

Make a list of the words you chose.

Talking together

Find out whether everyone in the class chose the same word for each number. Discuss with the class the meaning of each word in the list. Help the class decide which words are most suitable to show Big Bill's boastfulness.

GET A DOUBLE HANDFUL OF THAT!

To read and think over

Do you know someone who feels proud of his strength or his skill? Does he try to impress others with it? How? What does he do or say?

Is Bill successful in impressing his friend?

3. Pronouncing Important Words

To read and do by yourself

In the following list are twenty-one words which boys and girls often fail to pronounce correctly. Say the words in the first column softly to yourself now. When you say the words that begin with *wh*, hold a strip of thin paper about an inch in front of your lips. If the paper is blown by your breath, you are sounding *wh* correctly.

Say:	*Do not say:*
1. get	git
2. men	min
3. ten	tin
4. pen	pin
5. can	kin or ken
6. catch	kitch or ketch
7. again (agen)	agin
8. such	sich or sech
9. for	fur
10. just	jist or jest
11. from	frum
12. picture	pitcher
13. why	wy
14. because	becuz
15. asked	ast
16. yet	yit
17. which	witch
18. hundred	hunderd
19. engine (enjin)	ingine
20. what	wat
21. where	wear

Writing sentences

On a sheet of paper write seven sentences which answer the following seven questions. In each sentence use some or all of the words printed in italics in the question.

1. Did you stay home *from* school last week *because* you were sick *again*?
2. *Where can* I *get* a road map of the state in *which* you live?
3. Did the *men catch* the *ten* chickens *for* your mother and put them in a *pen*?
4. Do you know of a car *which* has *such* a powerful *engine* that it *can* pull as much as a *hundred* horses can pull?
5. Has anyone *asked* you *yet* to have your *picture* taken this month?
6. *What* is the name of the day that has *just* passed?
7. *What* is the difference between a *pitcher* and a *picture*?

Use the following questions to help you correct your sentences:

1. Where did you use capital letters and punctuation marks?
2. Is each group of words that looks like a sentence really a sentence?

Working together

Take your turn pronouncing some of the twenty-one words in the list. Then read some of the questions and the answers you wrote for them.

4. Pronouncing Syllables Distinctly

To read and do by yourself

Sometimes boys and girls pronounce a word incorrectly by leaving out a syllable or some other part that should be sounded. For example, they say *histry* when they should say *his-to-ry*, and *libary* when they mean *li-brar-y*.

Say each of the following words in the first column softly to yourself now. Be careful to sound each syllable.

Say:	*Do not say:*
1. a-rith-me-tic	rithmetic
2. mem-o-ry	memry
3. li-brar-y	libary
4. po-em	pome
5. his-to-ry	histry
6. e-lev-en	leven
7. fam-i-ly	famly
8. gen-er-al	genral
9. Feb-ru-a-ry	Febuary
10. ge-og-ra-phy	jogerfy
11. reg-u-lar-ly	reglarly
12. jew-el-ry	joolry
13. vic-to-ry	victry
14. gov-ern-ment	goverment
15. Arc-tic	Artic
16. com-pa-ny	compny
17. re-al-ly	reely
18. cham-pi-on	champeen
19. es-pe-cial-ly	speshly
20. per-haps	peraps (or praps)

Sometimes boys and girls pronounce a word incorrectly by adding a sound that is not needed. For example, they say *athalete* when they mean *athlete*, and *fillum* when they mean *film*. Say the following words softly to yourself now:

Say:	*Do not say:*
1. ath-lete	athalete
2. drowned	drownded
3. elm	ellum
4. film	fillum
5. Hen-ry	Henery
6. um-brel-la	umberella
7. wish	wisht
8. de-tec-tive	detecative
9. once	oncet
10. chance	chanct
11. a-cross	acrosst
12. col-umn	colyum
13. air-plane	airoplane
14. i-de-a	idear
15. draw-ing	dror-ring
16. wash	warsh

Working together

Take your turn pronouncing some of the words in each of the two lists. If you wish, find out from the class what mistakes you may have made.

If you are asked to do so, read some of the following paragraphs aloud. Then find out which of the words in italics you need to practice pronouncing correctly.

1. *Henry* Abbott is the *champion athlete* in our class. That boy can *really* swim, *especially* when he has a *chance* to beat someone *across* the lake. *Once* I saw him rescue an *eleven*-year-old girl who nearly *drowned* when she fell from an *elm* tree into the lake.

2. I have the poorest *memory* in our *family*! Today I read my lessons in *history* and *geography*, but the only things I remember are that *General* Washington won a *victory* for the *government* of the colonies, and that the *Arctic* Ocean is cold and wet! I forget *regularly* how to work my *arithmetic* problems. I can't even remember how to add a *column* of figures. Last *February* I couldn't memorize a *poem* that I chose for the program we had in the *library*. *Perhaps* Miss Parker can give me an *idea* of how to remember what I read and hear.

3. I *wish* you could have seen our play. Bill was an *airplane* pilot who was wanted for robbing a *jewelry* company of *eleven* thousand dollars. Sam was a *detective*. Most of the time he was chasing Bill with an *umbrella* and a camera that had no *film* in it.

5. Using What You Have Learned

To read and do by yourself

Following are ten words which are frequently mispronounced. Use your dictionary now to find out how each of the words should be pronounced. If you need help, use pages 132 and 133 in this book. For some words you may find more than one correct pronunciation.

1. advertisement
2. calliope
3. municipal
4. necessary
5. orchestra
6. costume
7. mischievous
8. secretary
9. theater
10. violin

Working together

Take your turn reading aloud some of the following sentences:

1. *Did you* ask Mr. Hill's *secretary* whether Mary took the *costumes* for the play to the Little *Theater*?

2. I *don't know* where she is. I'm *going to* ask her when I see her. I *want to* find out about *orchestra* practice too.

3. *Don't you* know that she went to the *municipal* printing press to have the *necessary advertisements* made for the play?

4. Are they *going to let you* have a part in the play, Betty? They won't *let me*. I *have to* play in the *orchestra*.

5. They're *going to give me* the part of a *mischievous* monkey that plays a *calliope* in a circus. I'd rather play a *violin* in the *orchestra* than be in the play.

Find out from the class which of the words in italics you need to practice pronouncing.

CHAPTER THIRTY

Fun With Poems

1. Using Favorite Poems

Working together

Below are three poems which boys and girls of your age have chosen as favorites. Listen while your teacher reads them aloud. After each poem is read, the class may wish to talk about it. Take part in the discussion by telling why you do or do not like the poem, or by mentioning other similar poems that you enjoy.

THE HOUSE WITH NOBODY IN IT

Whenever I walk to Suffern along the Erie track
I go by a poor old farmhouse with its shingles broken and black.
I suppose I've passed it a hundred times, but I always stop for a minute
And look at the house, the tragic house, the house with nobody in it.

I never have seen a haunted house, but I hear there are such things;
That they hold the talk of spirits, their mirth, and sorrowings.
I know this house isn't haunted, but I wish it were, I do;
For it wouldn't be so lonely if it had a ghost or two.

This house on the road to Suffern needs a dozen panes of glass,
And somebody ought to weed the walk and take a scythe to the grass.
It needs new paint and shingles, and the vines should be trimmed and tied;
But what it needs most of all is some people living inside.

If I had a lot of money and all my debts were paid,
I'd put a gang of men to work with brush and saw and spade.
I'd buy that place and fix it up the way it used to be,
And I'd find some people who wanted a home and give it to them free.

Now, a new house standing empty, with staring window and door,
Looks idle, perhaps, and foolish, like a hat on its block in the store.
But there's nothing mournful about it; it cannot be sad and lone
For lack of something within it that it has never known.

But a house that has done what a house should do, a house that has sheltered life,
That has put its loving wooden arms around a man and his wife,
A house that has echoed a baby's laugh and held up his stumbling feet,
Is the saddest sight, when it's left alone, that ever your eyes could meet.

So whenever I go to Suffern along the
    Erie track,
I never go by the empty house with-
    out stopping and looking back.
Yet it hurts me to look at the crum-
    bling roof and the shutters
    falling apart,
For I can't help thinking, the poor old
    house is a house with a broken
    heart.

A PLANTATION DITTY

De gray owl sing fum de chimbly top:
    "Who — who — is — you-oo?"
En I say: "Good Lawd, hit's des po'
    me,
En I ain't quite ready fer de Jasper
    Sea;
I'm po' en sinful, en you 'lowed I'd
    be;
Oh, wait, good Lawd, 'twell ter-
    morrer!"

De gray owl sing fum de cypress tree:
    "Who — who — is — you-oo?"
En I say: "Good Lawd, ef you look
    you'll see
Hit ain't nobody but des po' me,
En I like ter tarry 'twell my time is
    free;
Oh, wait, good Lawd, 'twell ter-
    morrer!"

Talking together

1. Words that sound alike, such as *fly* and *try*, *flowing* and *growing*, *again* and *when*, and groups of syllables such as those in *minute* and *pin it*, are said to **rhyme**. Notice the words at the ends of the different lines of the three poems. What rhymes do you find there?

2. Which lines in each poem do you like the sound of best?

3. Here are reasons that boys and girls of your age have given when asked why they like poems. What reasons can you add to the list?

(a) Some poems tell good stories.

(b) Some poems are funny.

(c) Some poems make you think of things you have seen or done.

(d) Some poems have an interesting swing and good rhyme.

(e) The "pictures" that the words in some poems give are so clear that you can "see" and "hear" things happen.

4. Which of the two poems in this lesson did you like the better? Why?

To do by yourself

Choose a poem that you would like to read to your class in the next lesson. Practice reading it aloud at home before that time.

2. Reading Poems Aloud

To read to yourself

When you listen to a poem or a jingle or a rhyme, and you find your body swaying and your fingers tapping time to the ringing and the swinging

and the marching of the lines, it is **rhythm** that has caught you; it is rhythm.

Many poems have this quality that we call *rhythm*. Most of it comes from the regular way in which accented syllables occur in the lines of poems.

Boys and girls sometimes learn to read poems aloud together so as to bring out the rhythm of the lines and the spirit of the poem. Such reading is called **choral reading**.

In learning to do choral reading, your class will need a leader to beat time for them so that all will say each word together. At first each one in the class should beat time with the leader.

Notice the accent mark (′) above some of the words in the following stanzas from a poem. In beating time, your hand should come down when you pronounce a syllable that has the mark above it.

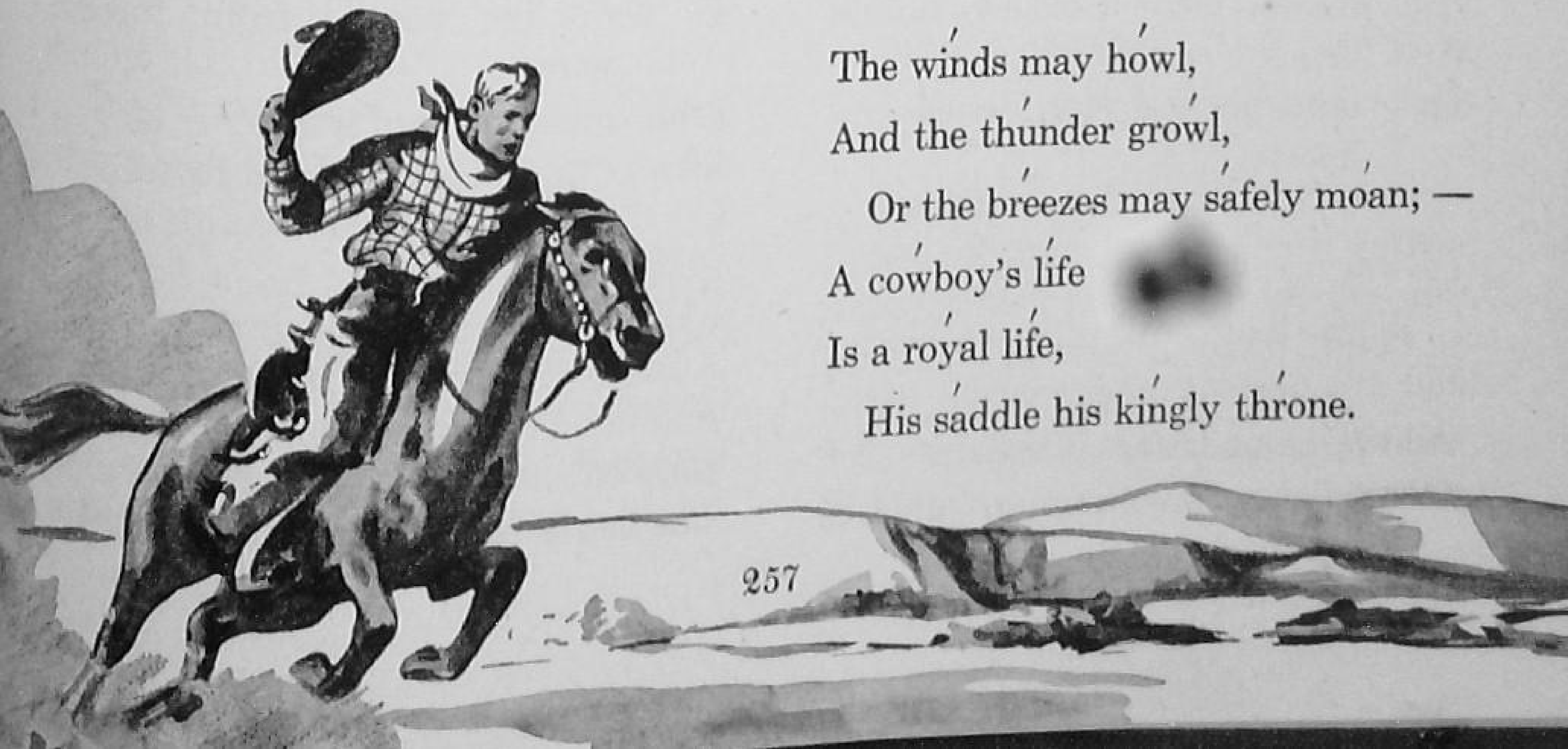
THE COWBOY'S LIFE

The bawl of a steer,
To a cowboy's ear
Is music of sweetest strain;
And the yelping notes
Of the gay coyotes
To him are a glad refrain.

For a kingly crown
In the noisy town
His saddle he wouldn't change;
No life so free
As the life we see
Way out on the Yaso range.

The rapid beat
Of his broncho's feet
On the sod as he speeds along,
Keeps living time
To the ringing rhyme
Of his rollicking cowboy song.

The winds may howl,
And the thunder growl,
Or the breezes may safely moan; —
A cowboy's life
Is a royal life,
His saddle his kingly throne.



Working together

As your teacher leads you, read aloud with the others in your class the stanzas from *The Cowboy's Life.* Use a soft, pleasant voice. Watch the leader as closely as you can. Try to say each word at the time he says it.

Help your class choose other poems to read aloud together. You may use the poems in this book or any short poem which the class enjoys.

The class may wish to use one or more of the following poems:

BARTER

Life has loveliness to sell,
All beautiful and splendid things,
Blue waves whitened on a cliff,
Soaring fire that sways and sings,
And children's faces looking up
Holding wonder like a cup.

Life has loveliness to sell,
Music like a curve of gold,
Scent of pine trees in the rain,
Eyes that love you, arms that hold,
And for your spirit's still delight,
Holy thoughts that star the night.

Spend all you have for loveliness,
Buy it and never count the cost;
For one white singing hour of peace
Count many a year of strife well lost,
And for a breath of ecstasy
Give all you have been, or could be.

THE FLAG GOES BY

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky.
Hats off!
The flag is passing by!

Blue and crimson and white it shines,
Over the steel-tipped, ordered lines.
Hats off!
The colors before us fly;
But more than the flag is passing by.

Sea-fights and land-fights, grim and great,
Fought to make and to save the state;
Weary marches and sinking ships;
Cheers of victory on dying lips;

Days of plenty and years of peace;
March of a strong land's swift increase;
Equal justice, right, and law,
Stately honor and reverend awe;

Sign of a nation, great and strong
To ward her people from foreign wrong:
Pride and glory and honor, — all
Live in the colors to stand or fall.

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums;
And loyal hearts are beating high:
Hats off!
The flag is passing by!

LOVELIEST OF TREES

Loveliest of trees, the cherry now
Is hung with bloom along the bough
And stands about the woodland ride
Wearing white for Eastertide.

Now, of my threescore years and ten,
Twenty will not come again,
And take from seventy springs a score,
It only leaves me fifty more.

And since to look at things in bloom
Fifty springs are little room,
About the woodlands I will go
To see the cherry hung with snow.

Reading and listening

If you are asked to do so, read aloud the poem that you chose in the last lesson. Use a pleasant voice. Speak distinctly and loud enough for everyone in the room to hear. When you have finished, answer questions that are asked about the poem. Read the poem again if you are asked to do so.

Listen while others read poems aloud. If you wish to ask any questions about a poem, do so after it is read.

3. Writing a Class Limerick

To read and think over

Do you like a funny poem that is just nonsense? Some of the funniest nonsense verses are called **limericks.** Read the following limericks aloud softly to yourself. Notice which lines of each one rhyme. Try to catch the rhythm that is shown by the accent marks in the first limerick.

THE FLOORLESS ROOM

I Wísh that my Róom had a Flóor!
I dón't so Much Cáre for a Dóor,
  But this Cráwling Aróund
  Without Tóuching the Gróund
Is gétting to bé Quite a Bóre!

Which of the following limericks do you like the best?

(1)

There was a Young Lady of Norway,
Who casually sat in a doorway;
  When the door squeezed her flat,
  She exclaimed, "What of that?"
This courageous Young Lady of Nor-
      way.

(2)

There was an Old Man who said, "How
Shall I flee from this horrible cow?
I will sit on this stile,
And continue to smile,
Which may soften the heart of that cow."

(3)

There was a Young Lady whose eyes
Were unique as to color and size;
When she opened them wide,
People all turned aside,
And started away in surprise.

(4)

There was an Old Man with a beard,
Who said, "It is just as I feared! —
Two Owls and a Hen,
Four Larks and a Wren
Have all built their nests in my beard!"

(5)

A tutor who tooted the flute
Tried to tutor two tooters to toot.
Said the two to the tutor,
"Is it harder to toot or
To tutor two tooters to toot?"

Talking together

After different boys and girls have read the limericks aloud, help your class answer these questions:

1. How many lines does each of the limericks have? Which lines are indented?

2. Which lines in each of the limericks rhyme? Do the lines that rhyme have the same rhythm?

Working together

Help your class make one or more limericks as your teacher writes them on the blackboard. When you think of a line that is needed, give it.

The class may wish to use one of the following as a first line:

1. There was a fat girl in a boat
2. A dashing young fellow named Bill
3. There was an old man with a hoe
4. There was a remarkable pig

4. Writing a Limerick of Your Own

To read and think over

Here are limericks that boys and girls of your age wrote about their friends and their pets. Which of the limericks do you like best?

(1)

There once was a girl named Sue
Whose clothes were especially new;
She fell in the mud,
And spoiled every dud,
This unfortunate girl named Sue.

(2)

There was a young boy named Billy
Whose behavior was exceedingly silly;
He stuck people with pins,
And kicked at their shins,
This very bad boy named Billy.

(3)

There was once a boy known as Tag
Who always was wanting to lag;
  When we asked why he did it,
  He replied, "Don't forbid it!
It's my favorite habit to lag!"

(4)

I know a small girl named Nancy
Who always tried to be fancy;
  She went on a trip,
  And lost her new grip
With all her belongings. Poor Nancy!

(5)

A boy whose name was Beggs
Once sat in a basket of eggs;
  He hatched out some chicks
  Who cheeped, "Nix, Nix!
We don't like our mamma named
    Beggs."

(6)

I knew a Smart Aleck named Jack
Who liked to play jokes with a tack;
  When he sat on just one,
  It wasn't such fun
For the smart-aleck booby named
    Jack.

(7)

There was once a girl named Ruth
Who pulled out a very loose tooth;
  She started to cry,
  Was afraid she would die;
But instead she grew a new tooth.

(8)

I once had a doggy named Pat
Who delighted in chasing the cat;
  When she arched up her back
  And clawed him a whack,
He ran for dear life! Poor Pat!

Talking together

If you are asked to do so, read one of the limericks aloud.

Take your turn telling a joke or something funny about a friend or a pet. Then help your class decide which of the things told could be used in making a good limerick.

Writing a limerick

On a sheet of paper write a limerick about a friend, a pet, or about anything else you wish. If you can't do that, think of a real joke to tell in your limerick. Make it as funny as you can, but do not say anything that may hurt the feelings of anyone.

> **The first word in each line of poetry should begin with a capital letter.**

As you write your limerick, remember to begin each line with a capital letter and to indent the third and fourth lines. If you need to write a line that is too long for the width of your paper, indent the part that runs over but do not begin it with a capital letter.

Improving your limerick

Use the following questions to help you improve your limerick:

1. Do the first, second, and last lines rhyme? Do the third and fourth lines rhyme?
2. Do the first, second, and last lines have the same rhythm? Do the third and fourth lines have the same rhythm?

Make any improvements you can in your limerick. Make sure that you used capital letters where they were needed.

Save your limerick for the next lesson.

5. Using What You Have Learned

Working together

When you are asked to do so, read aloud the limerick which you wrote. In reading it, try to do the following things:

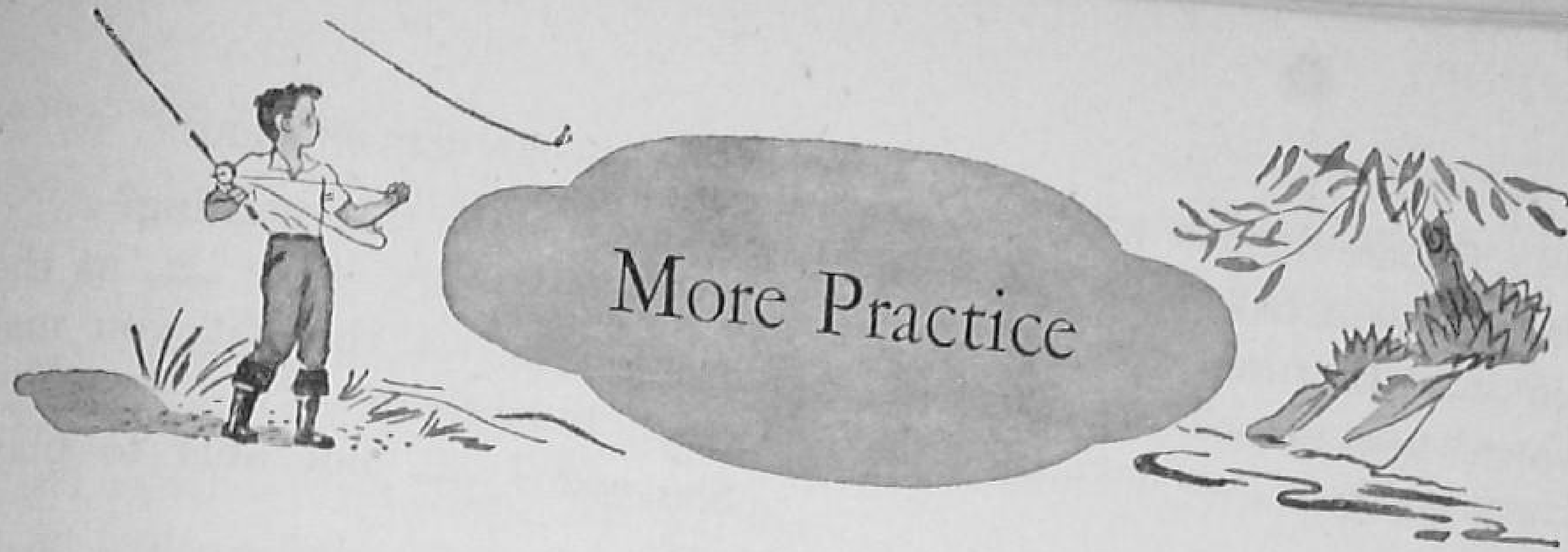
1 Pronounce your words distinctly and speak loud enough for everyone in the room to hear.
Do not speak too loud.
2. Use a pleasant voice.
If you wish, find out from the class how to make your limerick better.

Listen carefully while other boys and girls read their limericks. If anyone wishes to know how to improve his limerick, try to help him.

Making plans together

After you have made improvements that need to be made in your limerick, help the class decide which of the following things they will do with their limericks:

1. Read them aloud in an assembly program.
2. Invite another class to come to their room to hear the limericks read.
3. Make a class book of limericks to be left for the boys and girls who will be in your room another year.



More Practice

I

To read and do by yourself:

Number a paper from 1 through 35. After each number, write the correct word for the blank with the same number.

Choose CHOSE *or* CHOSEN:

Have you ___1___ a partner for the game?

I ___2___ Tom. Who has Sam ___3___?

He said that he had ___4___ Bill. Mary ___5___ Sally. Hasn't anyone ___6___ Sue?

Yes, she was ___7___ by Ann.

Choose SPOKE *or* SPOKEN:

Has Betty ___8___ to Miss Carter about the party? Have you ___9___ to her?

Betty ___10___ to her yesterday. No one has ___11___ to Mr. Clark yet. Someone should have ___12___ to him last week.

I thought Mr. Clark was ___13___ to last Friday. Who else should have been ___14___ to about the party?

Choose RODE *or* RIDDEN:

I ___15___ Jack's new bicycle today. Have you ___16___ it? Sam has ___17___ it.

No, I haven't ___18___ it yet. Bill ___19___ it this morning. He said it was the best bicycle he has ever ___20___.

It's the best one I have ___21___.

Choose STOLE *or* STOLEN

Someone ___22___ some things at the big store last night.

What was ___23___? Were any clothes ___24___? When were the things ___25___?

No clothing was ___26___. Someone ___27___ the jewelry. It was ___28___ at midnight.

Choose FROZE *or* FROZEN:

Have your ears ever been ___29___? Mine were ___30___ last Christmas.

No, my ears have never been ___31___. Two of my toes were almost ___32___ last winter when the cold ___33___ nearly everything in town. Dad had some fingers ___34___ then. His nose was ___35___ too.

Checking and correcting your paper

1. Did you use *chosen, spoken, ridden, stolen,* and *frozen* with helping words such as *have, had, was,* and *were*?
2. Did you use *chose, spoke, rode, stole,* and *froze* without helping words?

II

To read and do by yourself

Number a paper from 1 through 35. After each number write the correct word for the blank with the same number:

Choose GOOD *or* WELL:

Jack is a _1_ ball player. He can pitch _2_. He runs the bases _3_.

Does he play as _4_ as Sam?

He plays as _5_ as anyone on the team.

Choose BEGAN *or* BEGUN:

Have you _6_ to make your kite?

Yes, I _7_ making it yesterday. Dad and I _8_ work on it after dinner, but we _9_ too late to finish before dark. Has Dick _10_ to make his yet?

Choose DRANK *or* DRUNK:

Who _11_ my glass of lemonade? Have you _12_ it, Mary?

Neither Betty nor I _13_ it, Sue. I think you _14_ it yourself. If you didn't, Ann must have _15_ it.

Choose WROTE *or* WRITTEN:

Have you _16_ to Aunt Polly, Mother? She _17_ last week to ask me to visit her. We should have _18_ before now.

Yes, I _19_ last Monday. I thought you had _20_ before then.

Choose ISN'T *or* AREN'T:

_21_ those books yours, Bill?

No, they _22_ mine. The book I want _23_ in sight.

There _24_ any other books in this room. _25_ your other books here?

Choose WAS *or* WERE:

Where _26_ you this morning?

I _27_ with Sally. We _28_ at the tennis courts. I thought you and Ann _29_ to be there.

She and I _30_ not able to play today.

Choose WASN'T *or* WEREN'T:

_31_ you and Bill at school today?

No, we _32_ there. We _33_ able to come. _34_ the other boys there?

Three of them _35_ there till noon.

Checking and correcting your paper

Use the following statements to help you find out if you made a mistake:

1. The word *well* is used correctly as an adverb to tell or ask about *how* something is done. The word *good* is used correctly as an adjective to tell or ask *what kind*.

2. The words *begun*, *drunk*, and *written* are used correctly with helping words and such as *has*, *have*, *had*, *is*, or *were*. The words *began*, *drank*, and *wrote* are never used correctly with helping words.

3. The words *isn't*, *was*, and *wasn't* are used to tell or ask about one person or thing. The words *aren't*, *were*, and *weren't* are used to tell or ask about more than one. Always use *aren't*, *were*, or *weren't* with *you*. Never say *ain't*.

III

To read and do by yourself

As you write the part of a report that follows, separate sentences that are run together. Begin each sentence with a capital letter and put the right punctuation mark at the end of it. Leave out words that are not needed between sentences.

Peru

Peru is a country in South America and it is a republic. Its area is larger than that of all our Pacific Coast States and it covers 532,047 square miles the coast line of Peru is a thousand miles long.

Along the coast of Peru the land is dry and hot. At different places this land is irrigated by the water that the rivers bring down from the mountains and large crops of cotton, rice, and sugar cane are raised there.

The leading agricultural products of Peru are sugar, coffee, cotton, sugar cane, and Indian corn the forests on the eastern side of the mountains produce rubber and dyes. The mountains are rich in gold, silver, and copper petroleum is the chief export.

Lima is the capital city of Peru it has 365,000 people.

Checking and correcting your paper

You should have five sentences in your first paragraph, three in the second, four in the third, and two in the fourth.

IV

To read and do by yourself

Number a paper from 1 through 35.

Write the correct word for each blank:

Choose KNEW *or* KNOWN:

I thought you had ___1___ Sally before.

I have ___2___ her very well for two years. I ___3___ her when we went to Park School. How long have you ___4___ her?

I've ___5___ her all my life. I ___6___ her when she lived near us. We've ___7___ each other for ten years.

Choose THREW *or* THROWN:

I have ___8___ Jack three times in wrestling. He has ___9___ me more times than I have ___10___ him.

Bill ___11___ me twice last week. Dick has ___12___ him once or twice since then.

Dick and Bill have ___13___ most of us boys. Have they ___14___ each other?

Choose GREW *or* GROWN:

Have you ever ___15___ vegetables?

Yes, I ___16___ radishes and carrots last year. I've ___17___ flowers too.

I wish we could have ___18___ flowers last year. Sam ___19___ some. They were better than any he had ___20___ before. No one in our neighborhood has ___21___ better flowers.

Choose BLEW *or* BLOWN:

The wind ___22___ hard last night. It

hadn't __23__ that hard all year. Branches were __24__ off trees. Was anything __25__ down at your house?

No, nothing was __26__ down. Some shingles were __27__ off Tom's house. The wind __28__ down part of the chimney.

Choose FLEW *or* FLOWN:

Have you ever __29__ in an airplane? Dad __30__ to Chicago last night. I wish I could have __31__ with him. He has __32__ several times.

I never __33__ anywhere. Mother and I could have __34__ with Uncle Bill last summer. His airplane has __35__ several thousand miles.

Checking and correcting your paper:

1. Did you use *known*, *thrown*, *grown*, *blown*, and *flown* with helping words?
2. Did you use *knew*, *threw*, *grew*, *blew*, and *flew* without helping words?

Knowed, *throwed*, *growed*, and *blowed* are never correct.

V

To read and do by yourself

As you write the following sentences, use capital letters only where they are needed. Put in punctuation marks where they are needed.

1. MR AND MRS R F PARKS AND THEIR TWINS JACK AND JOAN ARE GOING TO TOLEDO OHIO NEXT THURSDAY TO SPEND MEMORIAL DAY
2. ARE DR CLARK AND MISS COX COMING TO OUR PLAY AT THE FIRST METHODIST CHURCH ON ELM STREET THE FIRST DAY OF JUNE

YES THEY WANT TO SEE US PLAY THE PARROT AND THE MOUSE

3. THE ATLAS COMPANY IS THE BEST COMPANY THAT MAKES BICYCLES TRICYCLES WAGONS AND SCOOTERS IN THE UNITED STATES OR IN NORTH AMERICA

Checking and correcting your paper

Use a capital letter:

1. To begin each important word in the name of a company, a country, a geographic area, a street, a person, a special day, a city, a state, or a church.
2. To begin the first word in a sentence, the first word and each important word in the name of a play, the title of a person, *Mr.*, *Mrs.*, and *Miss*, the name of a month and of a day.
3. To write an initial or the word *I*.
4. Put a period after a statement, an abbreviation, and an initial.
5. Put a question mark after a question.
6. Use a comma (1) to set off *Yes* or *No* when it is the first word in a sentence that answers a question, (2) to separate the words in a series, (3) to set off an appositive, and (4) to set off the name of a city from the name of a state.

THE END

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